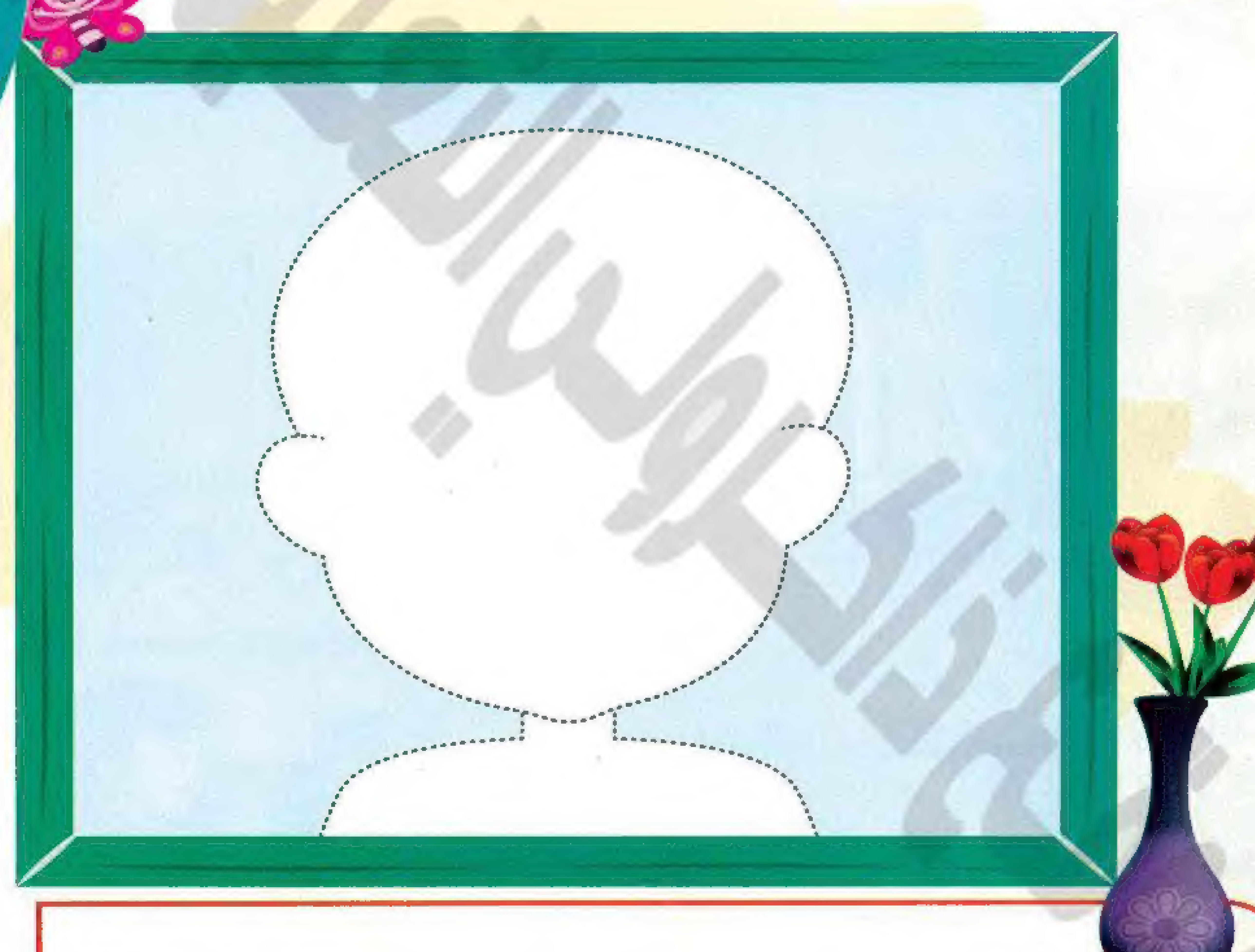
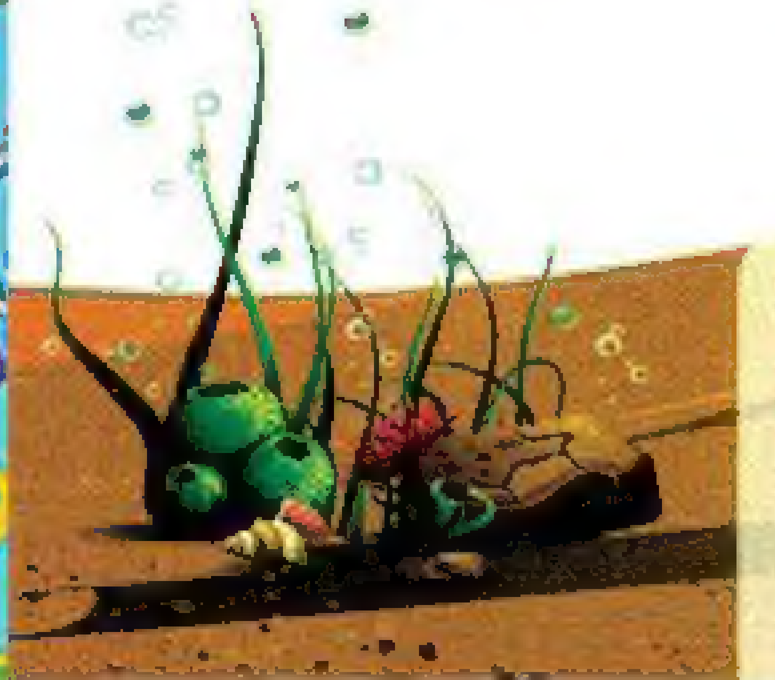
# Who Am I ?

## CHAPTER 1 All About Me



My name is ........................................................





- Ask your child to draw him/herself.
- Help him/her write his/her first name.
- **This activity shows the integration between:**
  - **English:** Write his/her name and express him/herself orally.
  - **Art:** Color and complete the picture.
  - **Social studies:** Recognize his/her identity.



**Life Skills**
- Observation.
- Creativity.

## Activity 1 Tick (✓) the object you see in your home:



## Activity 2 Draw an object you see in your home:

- I see ____________ in my home.

- Activity 1: Instruct your child to look at the opposite picture and tick what he/she can see in the home.
- Activity 2: Ask your child to look around him/her and draw an object that he/she can see.
- This activity shows the integration between:
  - Science: Observe and collect data.
  - Art: • Use lines to create images.
    • Identify different coloring tools.

# Family

**Life Skills**
- Identifying the relationships.
- Self-expression.

**Activity** Draw your family:




- Your child should draw and name immediate family members.
- Discuss with your child his/her immediate family.
- **This activity shows the integration between:**
  - **Social studies:** Recognize the importance of family and relatives.
  - **Art:** Use lines to create images of humans.

# Extended Family

**Life Skills**
- Identifying the relationships.
- Self-expression.

Grandfather
Grandmother
Aunt
Father
Mother
Uncle
Brother
Me
Sister
Cousin
Cousin




- The diagram shows your child the extended family members.
- Help your child recognize the words and how to pronounce them.
- Compare the diagram to his/her extended family.
- **This activity shows the integration between:**
  - **Social studies:** Recognize the importance of family and relatives and differentiate between family and extended family.
  - **English:** Ask and answer questions about his/her family.



**Life Skills**
- Identifying the relationships.
- Self-expression.

**Activity** **Match:**

Grandmother

Brother

Sister

Mother

Grandfather

Father

- Your child will match the pictures with vocabulary. He/She might need help with reading the words.
- **This activity shows the integration between:**
  - **Science:** Describe similarities and differences in humans.
  - **Social studies:** Differentiate between family and extended family members.



# I Learned

The extended family consists of:

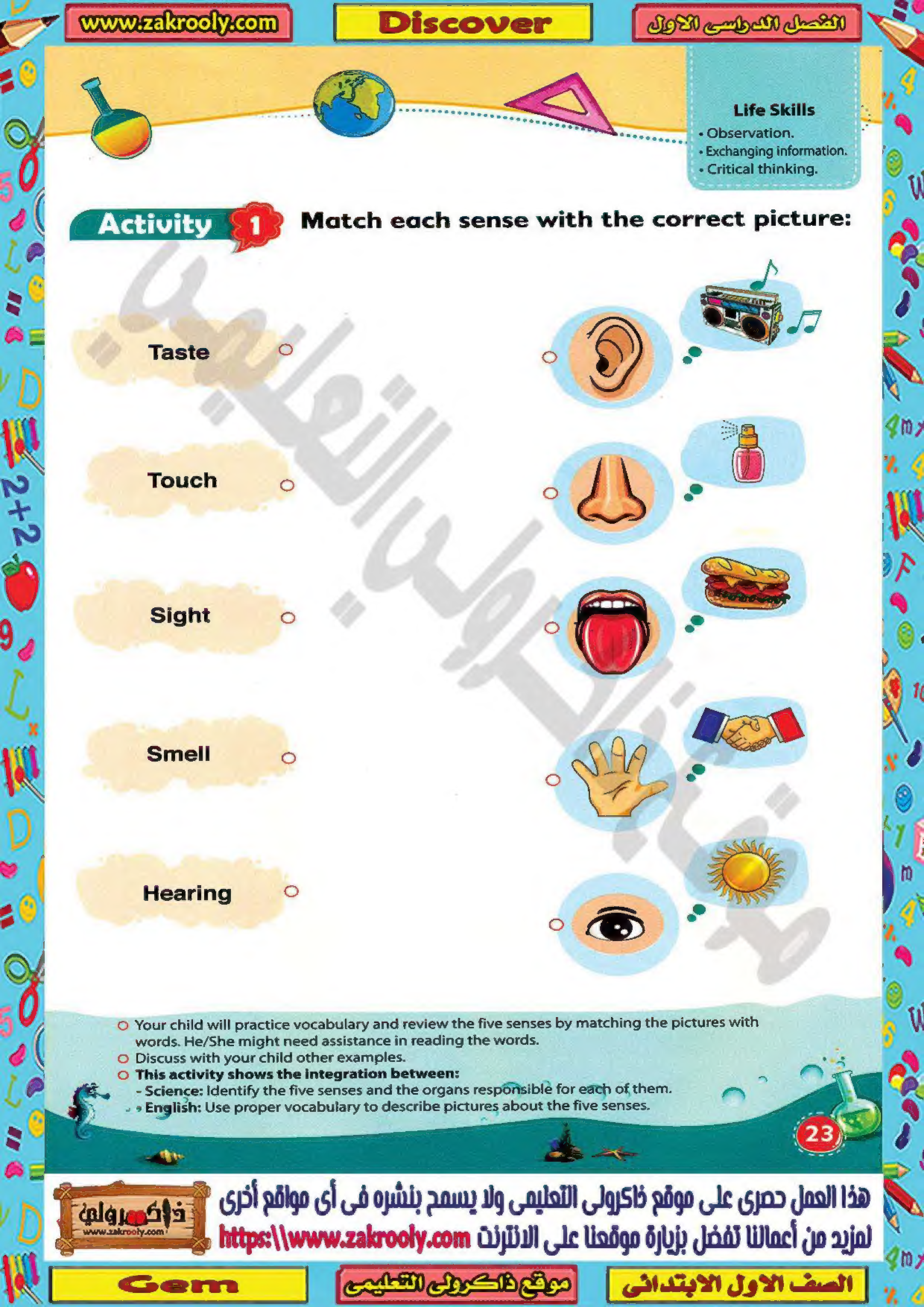
1. Grandfather
2. Grandmother
3. Father
4. Mother
5. Aunt
6. Uncle
7. Cousin

# Our Five Senses

**Life Skills**
- Observation.
- Exchanging information.
- Critical thinking.




- Help your child review the five senses: sight, smell, taste, touch, and hearing.
- He/She should be able to identify the part of the body responsible for the sense.
- **This activity shows the integration between:**
  - **Science:** Identify the five senses.
  - **English:** Produce complete sentences expressing how to use the five senses.



**Life Skills**
- Observation.
- Exchanging information.
- Critical thinking.

## Activity 1 Match each sense with the correct picture:

Taste
Touch
Sight
Smell
Hearing

- Your child will practice vocabulary and review the five senses by matching the pictures with words. He/She might need assistance in reading the words.
- Discuss with your child other examples.
- **This activity shows the integration between:**
  - **Science:** Identify the five senses and the organs responsible for each of them.
  - **English:** Use proper vocabulary to describe pictures about the five senses.

**Life Skills**
- Observation.
- Critical thinking.
- Exchanging information.

## Activity 2 Tick (✓) the sense that you use:

| | Sight | Taste | Touch | Smell | Hearing |
|---|---|---|---|---|---|
| sandwich | ✓ | ✓ | ✓ | ✓ | |
| book | | | | | |
| cat | | | | | |
| palette | | | | | |
| sun | | | | | |
| perfume | | | | | |

- Your child should choose the sense used to recognize each object.
- Please note that any logical answer is acceptable.
- Discuss with your child other examples.
- **This activity shows the integration between:**
  - **Science:** Discover the surroundings using the five senses.
  - **English:** Learn new vocabulary related to the five senses.

# Similarities and Differences

**Life Skills**
- Observation.
- Differentiation between similarities and differences.




**Look at the pictures, then tick (✓) for similar and cross (x) for different.**

I have two eyes.

Me too, I have two eyes.

| | Girl | Boy |
|---|---|---|
| Eye | ✓ | ✓ |
| Nose | | |
| Glasses | | |
| Hair | | |
| Mouth | | |
| Ear | | |

- Your child will look and observe the pictures of the girl and the boy and tick (√) what he/she sees similar and cross (x) for what he/she sees different.
- Discuss with your child what he/she looks like and similarities and differences between him/her and friends and family.
- **This activity shows the integration between:**
  - **Science:** Discover similarities and differences between humans.
  - **Social studies:** Accept differences and respect others.







# I learned

The five senses are:

Taste Smell Hearing Touch Sight

We are humans and have similarities and differences.

- We are alike, yet we are different.

# Meeting New Friends

**Life Skills**
- Communication.
- Respect for other opinions.
- Sharing.



Hello,
my name is Doaa.
I am 5 years old.
My hair is long.



Hello,
my name is Kareem.
I am 4 years old.
I wear glasses.
My hair is short.

Hello,
my name is ....... .
I am ...... years old.
My hair is ....... .

- Read with your child how the boy and the girl introduce themselves.
- Help him/her complete the introduction of him/herself.
- Now ask your child to introduce him/herself.
- **This activity shows the integration between:**
  - **English:** Create perfect full sentences appropriate to the situations.
  - **Social studies:** Listen carefullty to classmates and make new friends.

# What I Like



**Life Skills**
- Collaboration.
- Setting clear goals.
- Self-management.

## Activity 1 Tick (✓) the activities you like.





☐ Swimming ☐ Playing football





☐ Reading ☐ Drawing

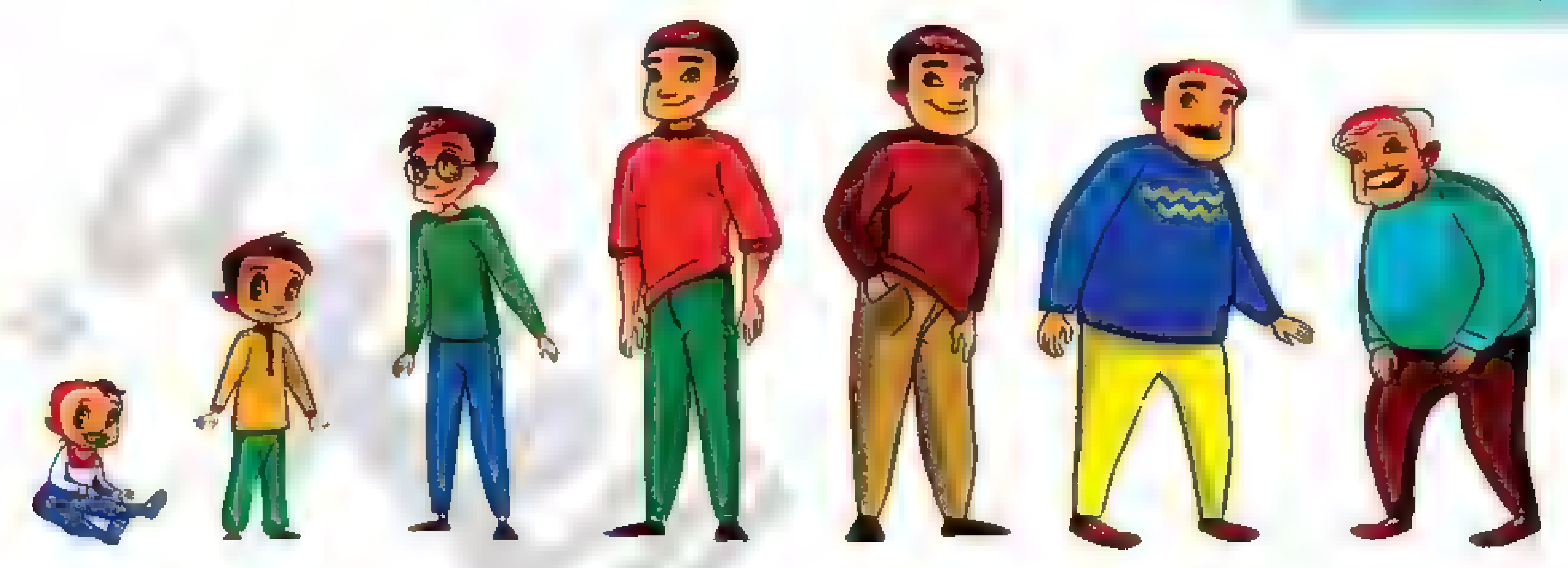


## Activity 2 Draw what you like.

- Allow your child to look at the pictures and choose the activities he/she likes. Help him/her read the types of activities and learn what they are. Discuss other likes and dislikes, for example food, animals, colors, or places and help him/her draw what he/she likes in the activity (2).
- **This activity shows the integration between:**
  - **Social studies:** Express one's self in many ways and show respect for others.
  - **Reading:** Read and participate in group discussions.
  - **Art:** Use lines to create images.

# Watching Me Grow

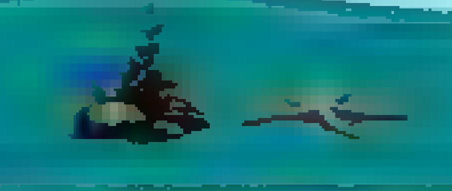
**Life Skills**
- Observation.
- Respect for other opinions.
- Differentiation between similarities and differences.








- Your child will look at the pictures and observe how we change as we grow older.
- Bring pictures of him/her as a baby and at different stages.
- **This activity shows the integration between:**
  - **Science:** Describe similarities and differences between different stages of the human life cycle.
  - **English:** Ask and answer questions in group discussions to specify characteristics of each stage.

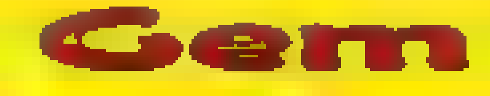


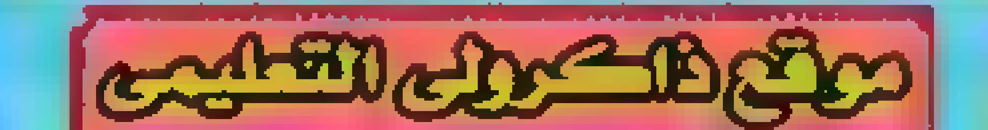














**Life Skills**
- Problem solving.
- Critical thinking.

**Activity 1** Match each boy to his suitable age.

3

5

1

**Activity 2** Circle your age on the number line:

0 1 2 3 4 5 6 7 8 9 10

- **Activity 1:** Your child will look at the pictures and match with the age of the boy.
- **Activity 2:** He/She will circle his/her age on the number line.
- **This activity shows the integration between:**
  - Math: • Read numbers from 1-10.
    • Understand the relation between the numbers and quantities.
  - Science: Describe similarities and differences between different stages of the human life cycle.


Project
'All About Me' book
Hello
my name is
My family
Birthday
I am ...... years old.
Favorite color
I live in Egypt.
Favorite activity
I like ......... .
I Learned
- To introduce myself.

# Who Am I ?

## CHAPTER 2 Family Tree

### Families Celebrate

Sham El Nessim

Birthday

Ramadan

Christmas

# Traditions and Customs

**Life Skills**
- Critical thinking.
- Differentiation between similarities and differences.




Look at the pictures, then color Ramadan items in (green) and Christmas items in (red).





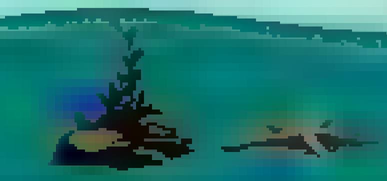


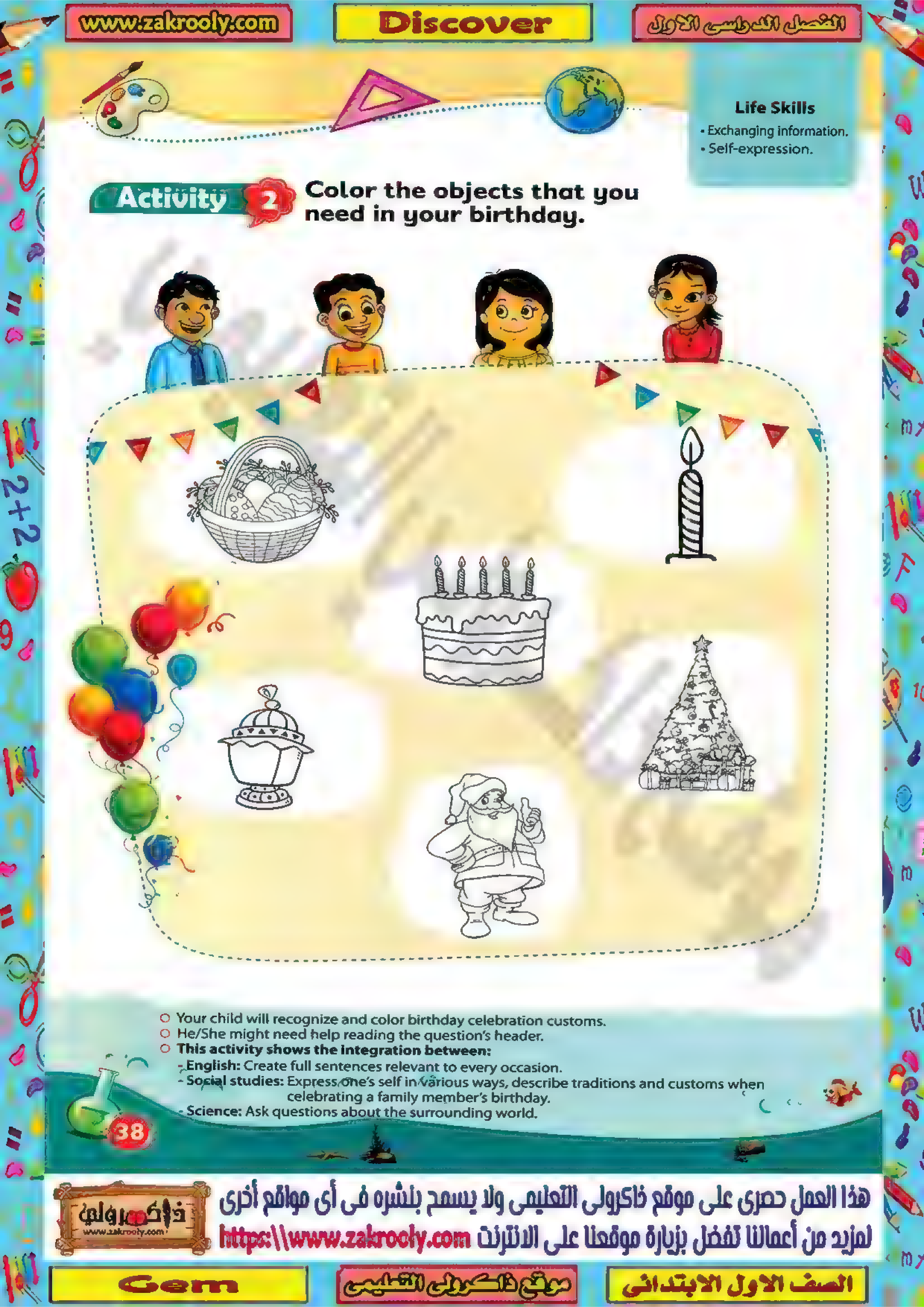






- Your child will look and recognize the celebration of Ramadan and Christmas customs in the pictures and color red and green. He/She might need help reading the question's header.
- **This activity shows the integration between:**
  - **English:** Follow rules and actions done in feasts and celebrations by doing listening and speaking activities.
  - **Social studies:** Show respect for traditions followed by families and the society.





**Life Skills**
- Exchanging information.
- Self-expression.

## Activity 2 Color the objects that you need in your birthday.

- Your child will recognize and color birthday celebration customs.
- He/She might need help reading the question's header.
- **This activity shows the integration between:**
  - **English:** Create full sentences relevant to every occasion.
  - **Social studies:** Express one's self in various ways, describe traditions and customs when celebrating a family member's birthday.
  - **Science:** Ask questions about the surrounding world.



**Life Skills**
- Creativity.
- Self-expression.
- Respect for other opinions.

**Activity 3** Draw how you and your family celebrate Sham El Nessim.

# I Learned

- My family's traditions and customs.

- Discuss with your child Egyptian traditional celebrations like Sham El Nessim, and other celebrations.
- He/She will draw a picture representing the celebration traditions of Sham El Nessim.
- **This activity shows the integration between:**
  - **English:** Ask questions about details concerning the celebration of Sham El Nessim.
  - **Social studies:** Understand the importance of family and relatives.
  - **Art:** Use colors to draw a picture of Sham El Nessim celebration.

# Family Tree

**Life Skills**
- Exchanging information.
- Identifying the relationships.

**Hello! My name is Doaa, and this is my family tree.**

1 2 3 4 5 Doaa 6

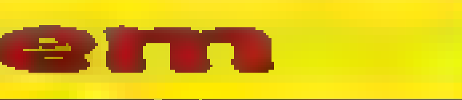
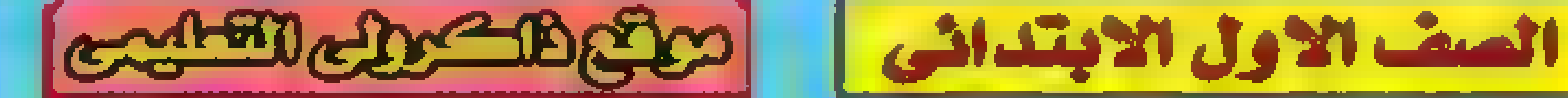
**Match the word with the right number.**

| | |
|---|---|
| Father • | • 5 |
| Brother • | • 3 |
| Grandfather • | • 4 |
| Mother • | • 2 |
| Sister • | • 1 |
| Grandmother • | • 6 |

- Review with your child his/her family tree and the vocabulary regarding family members.
- Discuss with him/her other family members not in the picture.
- **This activity shows the integration between:**
  - English: Use personal adjectives and possessive adjectives when talking about family members.
  - Social Studies: • Realize the importance of family members and relatives through reviewing pictures.
    • Show respect for the elderly and help the young.





# My Daily Routine

**Life Skills**
- Good listening.
- Exchanging information.
- Self-expression.

1 I get up at 7 o'clock.
2 I brush my teeth.
3 I eat my breakfast.
4 I go to school.
5 I eat my lunch.
6 I do my homework.
7 I play sport.
8 I take a shower.

- Discuss with your child his/her daily routine.
- Talk to him/her about the different activities done every day and how they are repeated every day (patterns).
- **This activity shows the integration between:**
  - English: Form a full sentence to talk about habits.
  - Social studies: • Express one's self in various ways.
    • Describe daily habits and routines.
    • Realize the importance of not wasting time.

**Life Skills**
- Observation.
- Respect for other opinions.
- Time management.

**Activity 1** Draw ☀ on the morning activities and ☾ on the evening activities.

- Your child will look at the pictures and draw a "sun" for activities done in the morning and a "moon" for activities done in the evening or night.
- Discuss with him/her other daily activities from his/her and your family's routine.
- **This activity shows the integration between:**
  - **Social studies:** Distinguish between daily habits done by day or at night.
  - **Art:** Use colors to draw a sun next to activities done during the day and a moon next to activities done at night.

**Life Skills**
- Self-expression.
- Setting clear goals.
- Time management.

**Activity 2** Arrange the daily routines:

# I Learned

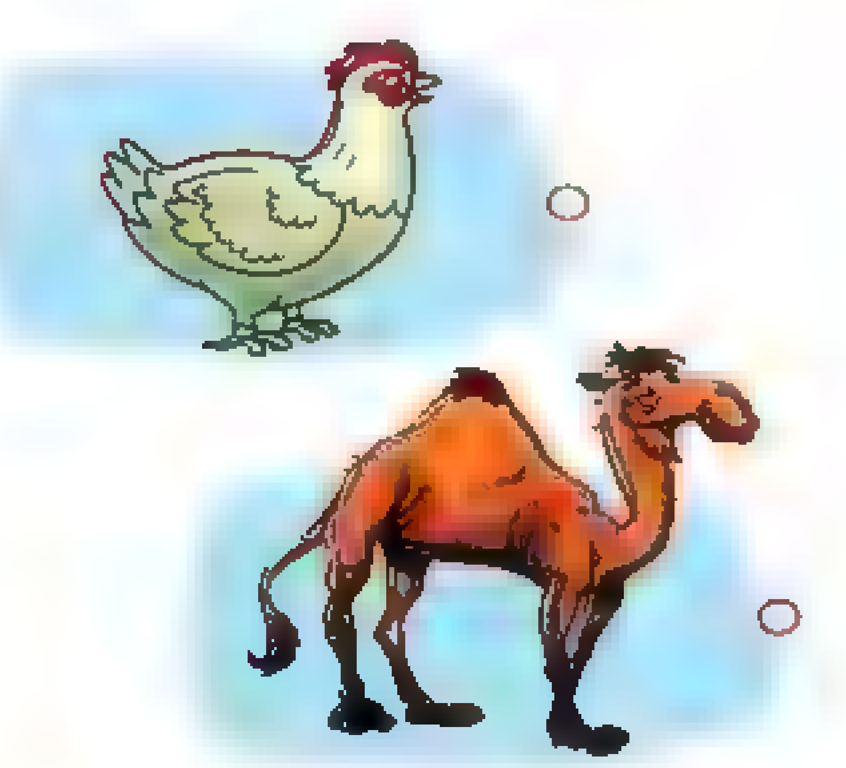
- My daily routine activities are repetitive and have a pattern.

- Your child can practice daily routines and patterns by numbering the activities in the picture.
- Talk to him/her about the daily routines during the weekend, summer, and winter and how they are different.
- **This activity shows the integration between:**
  - **Math:** Use numbers to arrange the daily habits.
  - **Social studies:** • Describe daily habits and routines. • Express one's self in various ways.

# Adults and Babies

**Life Skills**
- Observation.
- Critical thinking.
- Collecting data.

**Activity** Match the adults to the babies:

| Adult "parent" | Baby "offspring" |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |





- Help your child learn the new terms "offspring" and "parent".
- He/she will match the parent with the offspring.
- **This activity shows the integration between:**
  - Science: Realize that all living creatures have parents and babies.
  - English: • Identify main ideas. • Restate information about a new concept (babies).

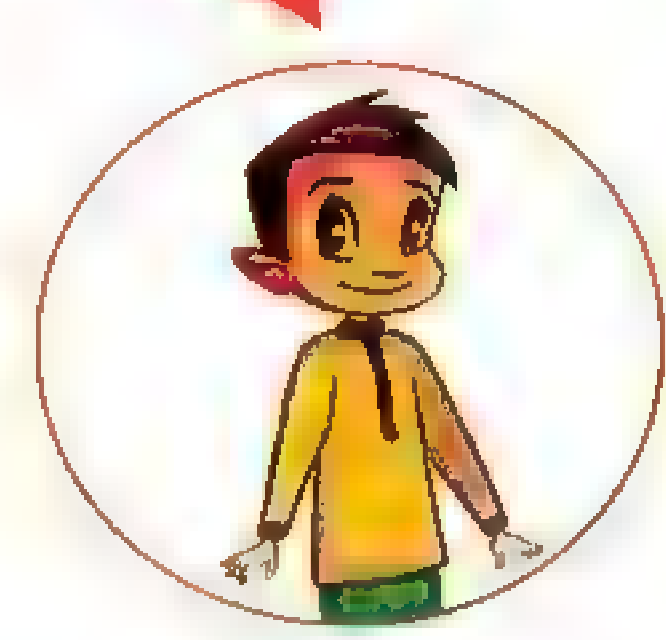
# Life Cycle of a Human

**Life Skills**
- Observation.
- Differentiation between similarities and differences.




Baby





Adult

Child




Teenager

## I Learned

- The adult is the "parent".



- The baby is the "offspring".



- Discuss with your child the stages of the human life cycle; that we start as: baby → child → teenager → adult.
- **This activity shows the integration between:**
  - **Science:** • Identify human growing stages and compare between them.
    • Spot similarities and differences between them.
  - **Social studies:** Talk about the characteristics of human growing stages.

**Life Skills**
- Collecting data.
- Good listening.
- Critical thinking.

**Activity** Complete the life cycle of the human using the words below:

## (Adult - Child - Baby - Teenager)

..........................

..........................

..........................

Teenager

- Help your child complete the life cycle of humans using the words provided.
- He/She might need help reading the words.
- **This activity shows the integration between:**
  - Science: Spot and describe human growing stages.
  - English: • Sight-read frequently repeated words. • Write words from left to right.
  - Social studies: Express one's self and ideas.







# Life Cycle of a Plant

**Life Skills**
- Observation.
- Critical thinking.
- Differentiation between similarities and differences.

- **Plants like humans and animals grow up as follows:**

Seed

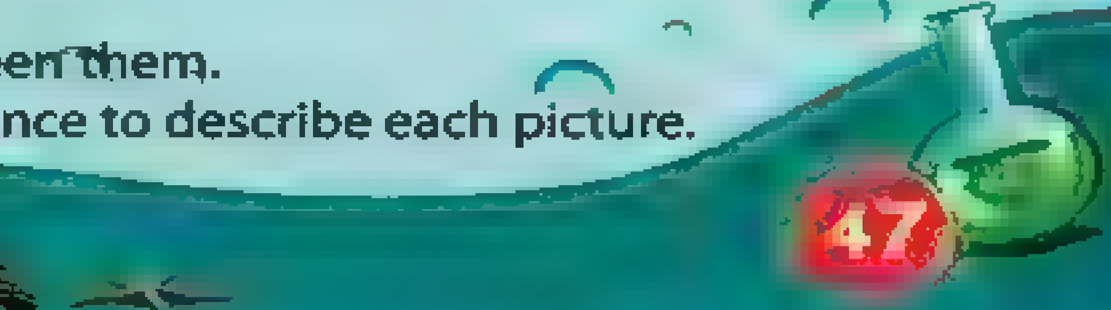
Sprout

Plant

Flower




- Discuss with your child the stages of the plant life cycle; that we start as: seed → sprout → plant → flower.
- You can help him/her know that the seed (offspring) comes from the flower (parent).
- **This activity shows the integration between:**
  - Science: Identify plant growing stages and compare between them.
  - English: Recognize and read separate words within a sentence to describe each picture.





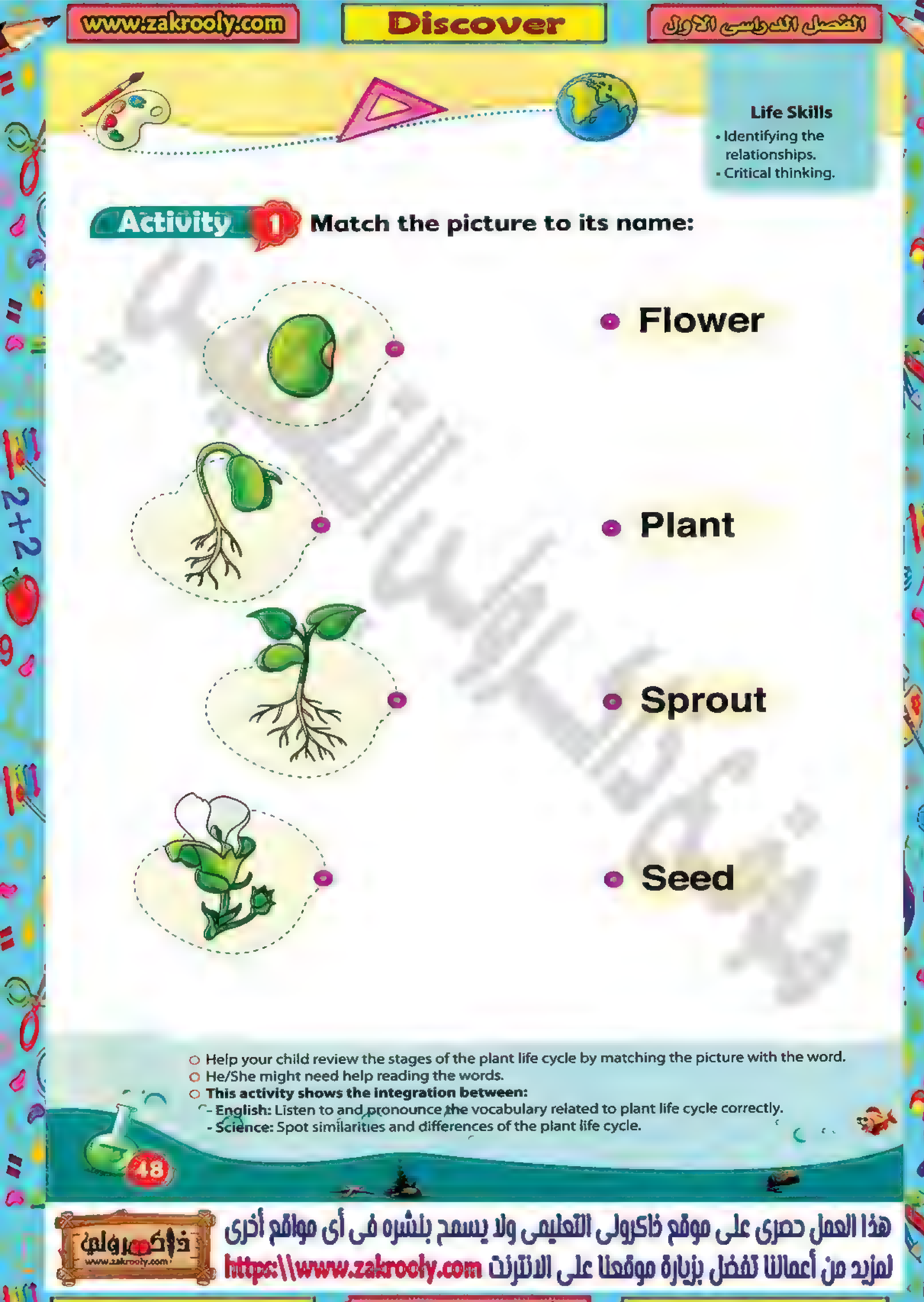












**Life Skills**
- Identifying the relationships.
- Critical thinking.

## Activity 1 Match the picture to its name:

- Flower
- Plant
- Sprout
- Seed

- Help your child review the stages of the plant life cycle by matching the picture with the word.
- He/She might need help reading the words.
- **This activity shows the integration between:**
  - **English:** Listen to and pronounce the vocabulary related to plant life cycle correctly.
  - **Science:** Spot similarities and differences of the plant life cycle.

**Life Skills**
- Observation.
- Critical thinking.
- Differentiation between similarities and differences.

## Activity 2

Arrange the life cycle of the plant from (1-4):



## I Learned

- The seed is the "offspring".
- The grown up plant with the flower is "parent".

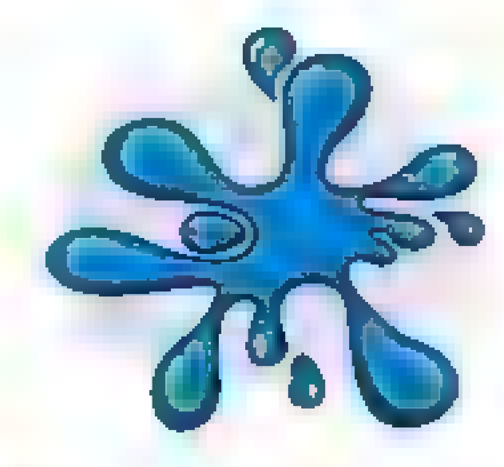
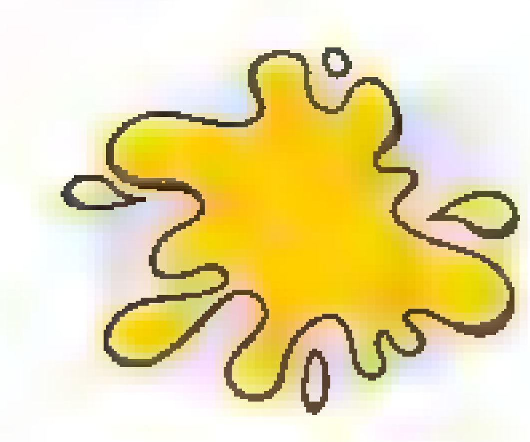
- Help your child review the stages of the plant life cycle by arranging the pictures.
- **This activity shows the integration between:**
  - **Science:** Recognize, describe and order the plant life cycle.
  - **English:** Use appropriate vocabulary to arrange the plant life cycle.

# Primary Colors

**Life Skills**
- Observation.
- Creativity.
- Exchanging information.

## Primary colors

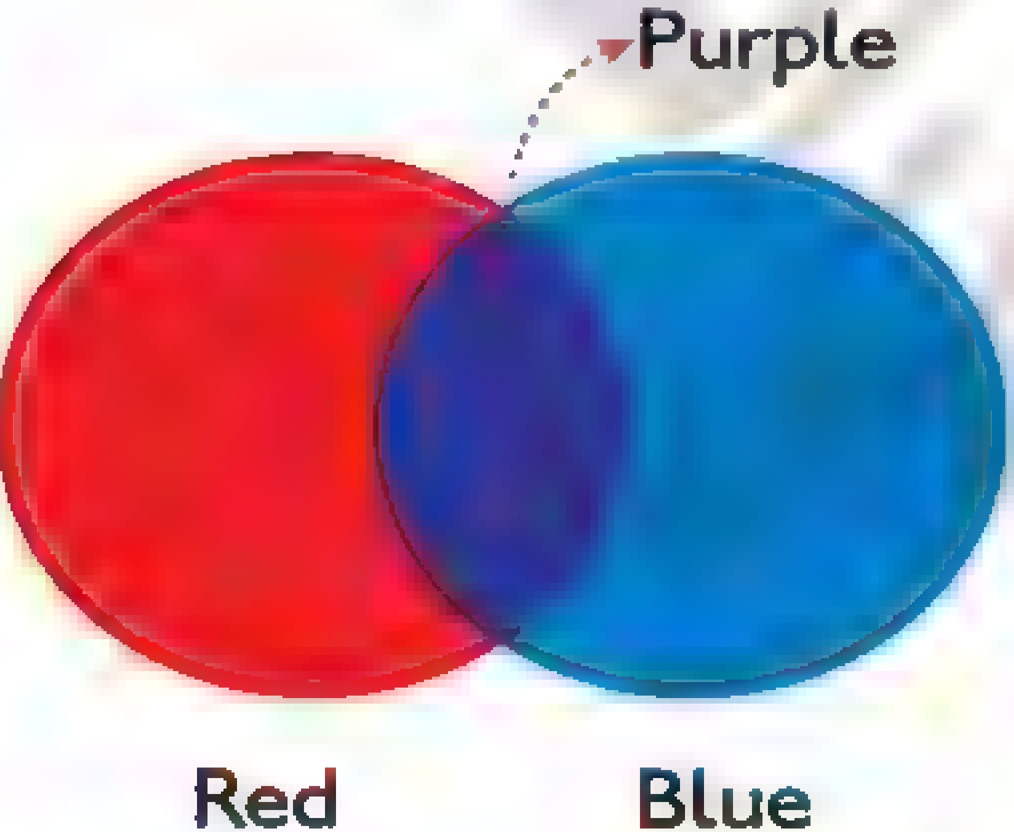


Red Blue Yellow

## Mixing colors

Purple



Red Blue

Green



Blue  Yellow



Orange



Red Yellow

- Ask your child to identify RED, YELLOW, and BLUE; explain that these are the primary colors.
- Discuss that by mixing the primary colors, other colors are formed as the examples provided.
- **This activity shows the integration between:**
  - **English:** Read color vocabulary separately within a sentence.
  - **Art:** • Identify primary colors (RED, YELLOW, and BLUE).
    • Conclude the color resulting from mixing 2 or more colors.



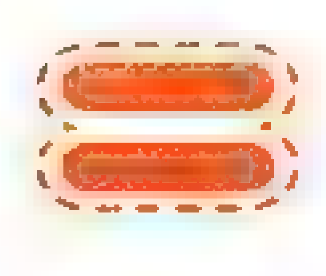


**Life Skills**
- Observation.
- Collecting data.
- Critical thinking.



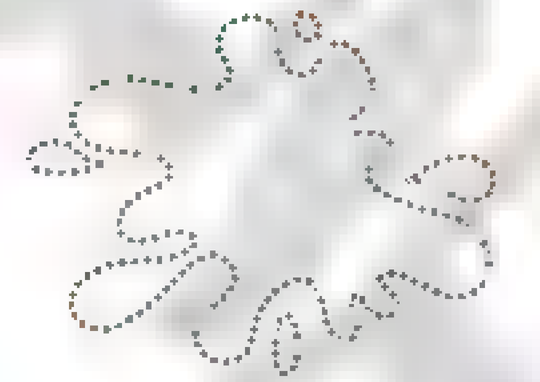
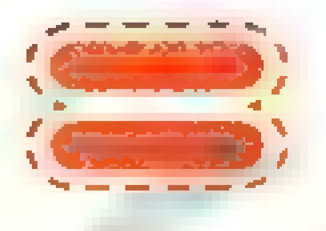

**Color:**



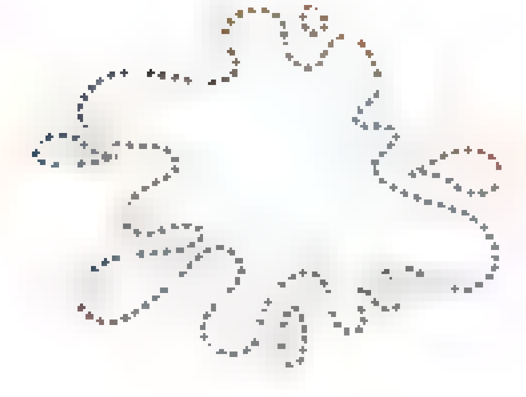
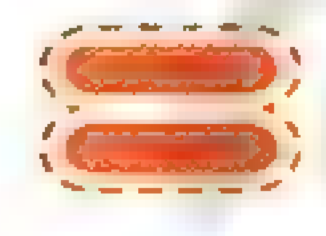

Red Blue Purple




Blue Yellow Green




Red Yellow Orange

- Explain the new colors obtained from mixing colors.
- If possible use water or food colors to experiment and show your child.
- **This activity shows the integration between:**
  - **Art:** • Recognize different coloring tools.
    • Conclude the color resulting from mixing 2 or more colors.
  - **Applied sciences:** • Cooperate with classmates in group work activities.
  - **Reading:** Read common words with sufficient accuracy and fluency.



# Writing Practice

**Life Skills**
- Good listening.
- Respect the rules.

**Activity** Trace and write the words:

- **Mother**

Mother

- **Father**

Father

- **Brother**

Brother

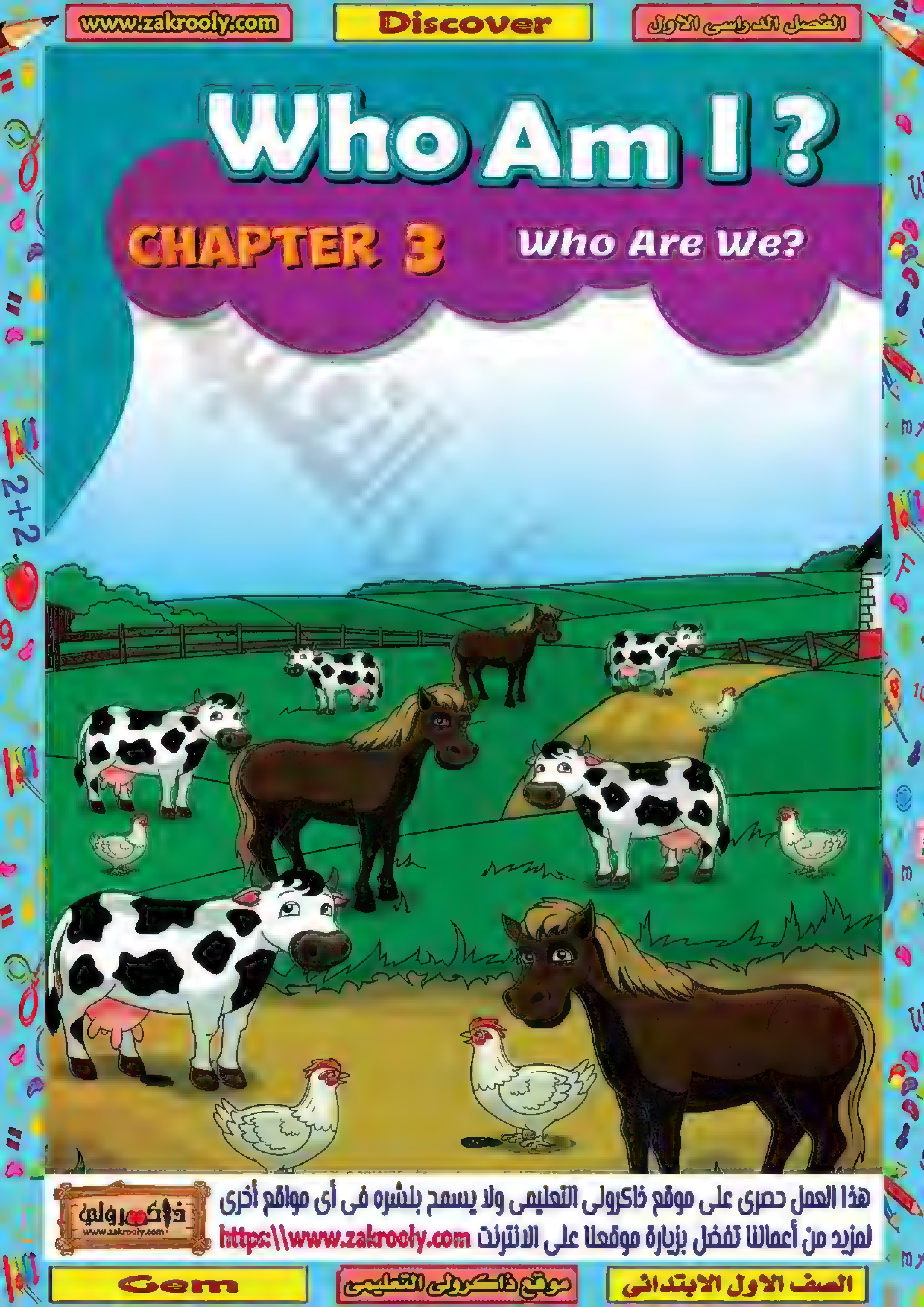
- **Sister**

Sister

- Help your child read the words to practice writing family members vocabulary.
- **This activity shows the integration between:**
  - English: Write repeated words from left to right.

# Project Make your Family Tree

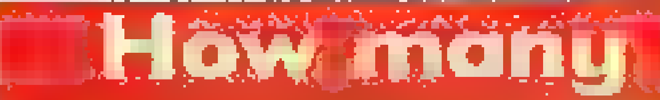
Stick pictures of your family.


Who Am I ?
CHAPTER 3
Who Are We?



# More Than and Less Than

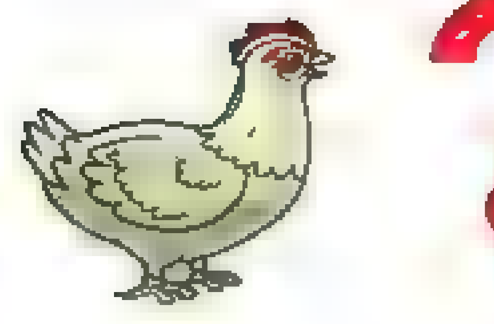
**Life Skills**
- Observation.
- Identifying the relationships.
- Problem solving.



**Activity 1** Look at the opposite farm.

**How many**

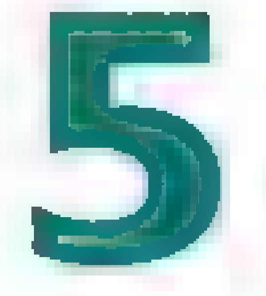
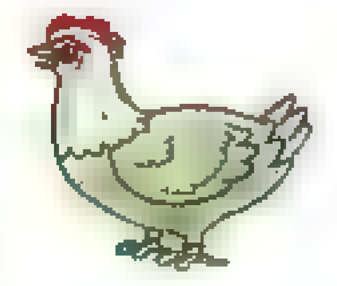




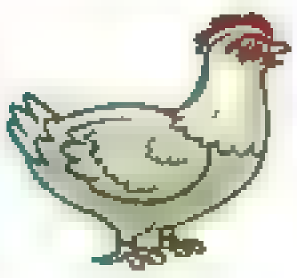

................ ................ ................

**I can see**



5 = 5 (equal to)

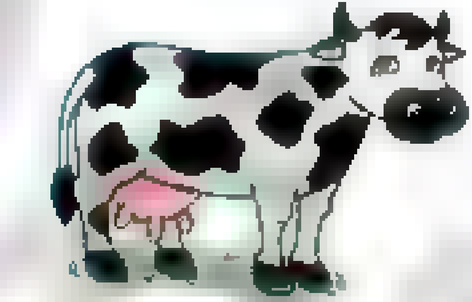






5 > 3 (more than)







3 < 5 (less than)

**The symbols**



more than



equal to



less than

- Your child is going to count the different animals: cows, horses, and chickens and write the numbers under the picture.
- He/She has practiced counting and writing the numbers in math.
- Help your child know the symbols used to compare numbers; equal to, more than, and less than.
- **This activity shows the integration between:**
  - **Science:** Classify living things.
  - **Math:**
    - Read and write numbers from 1-5.
    - Understand the relationship between numbers using signs like (= , > and <).

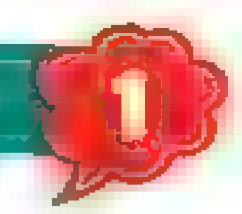
**Life Skills**
- Observation.
- Identifying the relationships.
- Collecting data.

## Activity 2 Draw the right symbol (>, <, =):

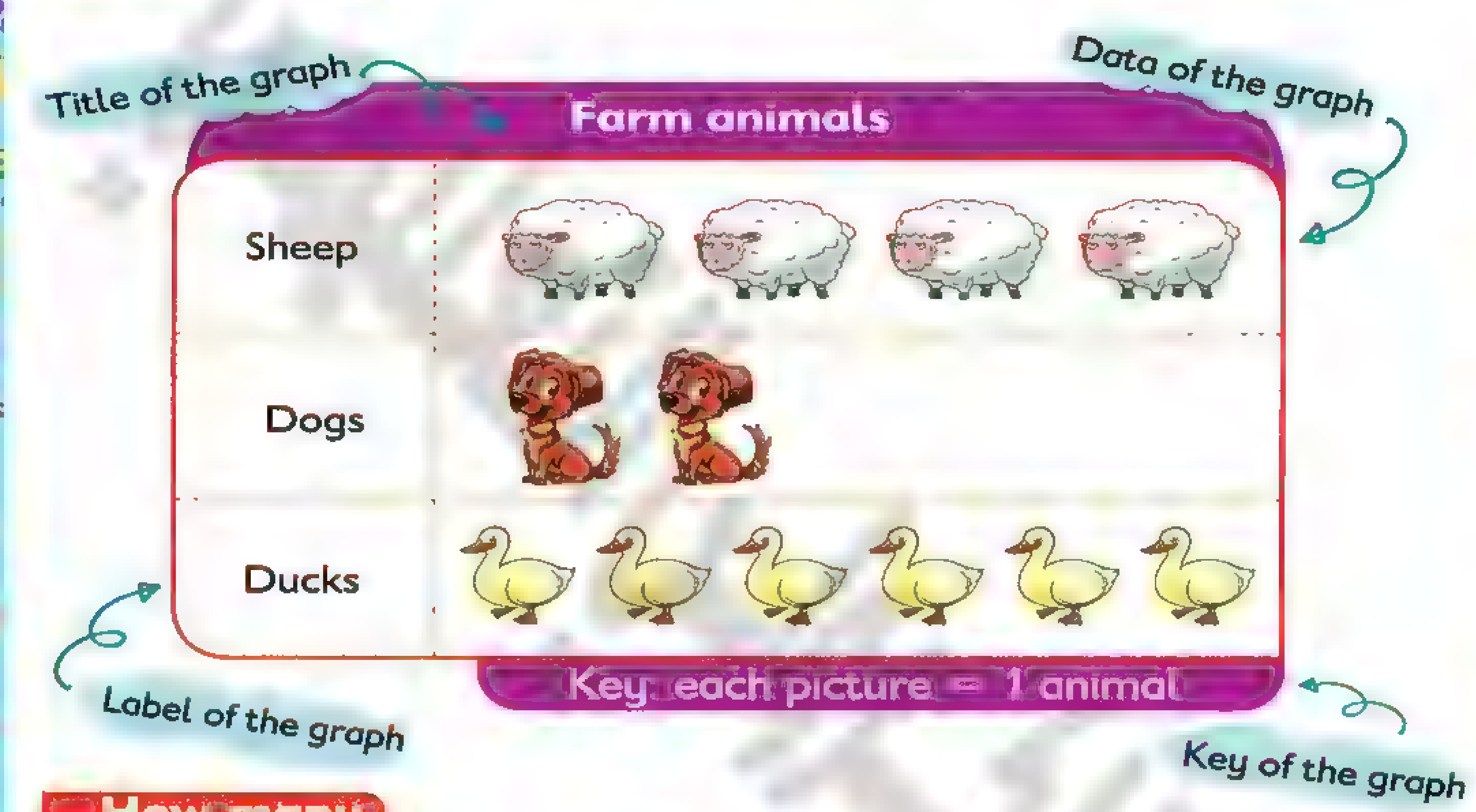
- Let your child count, compare, and write the appropriate symbol in the box.
- Explain if needed that the opening of the "less than <" and "more than >" symbols is always facing the bigger number.
- **This activity shows the integration between:**
  - **Math:** - Understand comparing quantities using (> , < and =). - Count different things.
  - **English:** Listen and speak about the quantities represented in the pictures.

# Picture Graphs

**Life Skills**
- Observation.
- Collecting data.

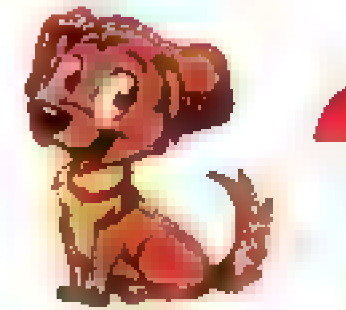



**Activity 1** Look at the pictures in the graph below and answer the questions.



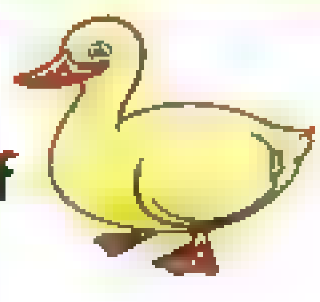

**How many**

  ............

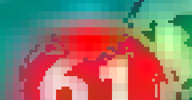
  ............

 ............

**Choose the right symbol**

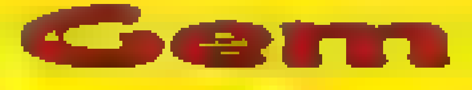
The number of  is ( > , = , < ) the number of  .

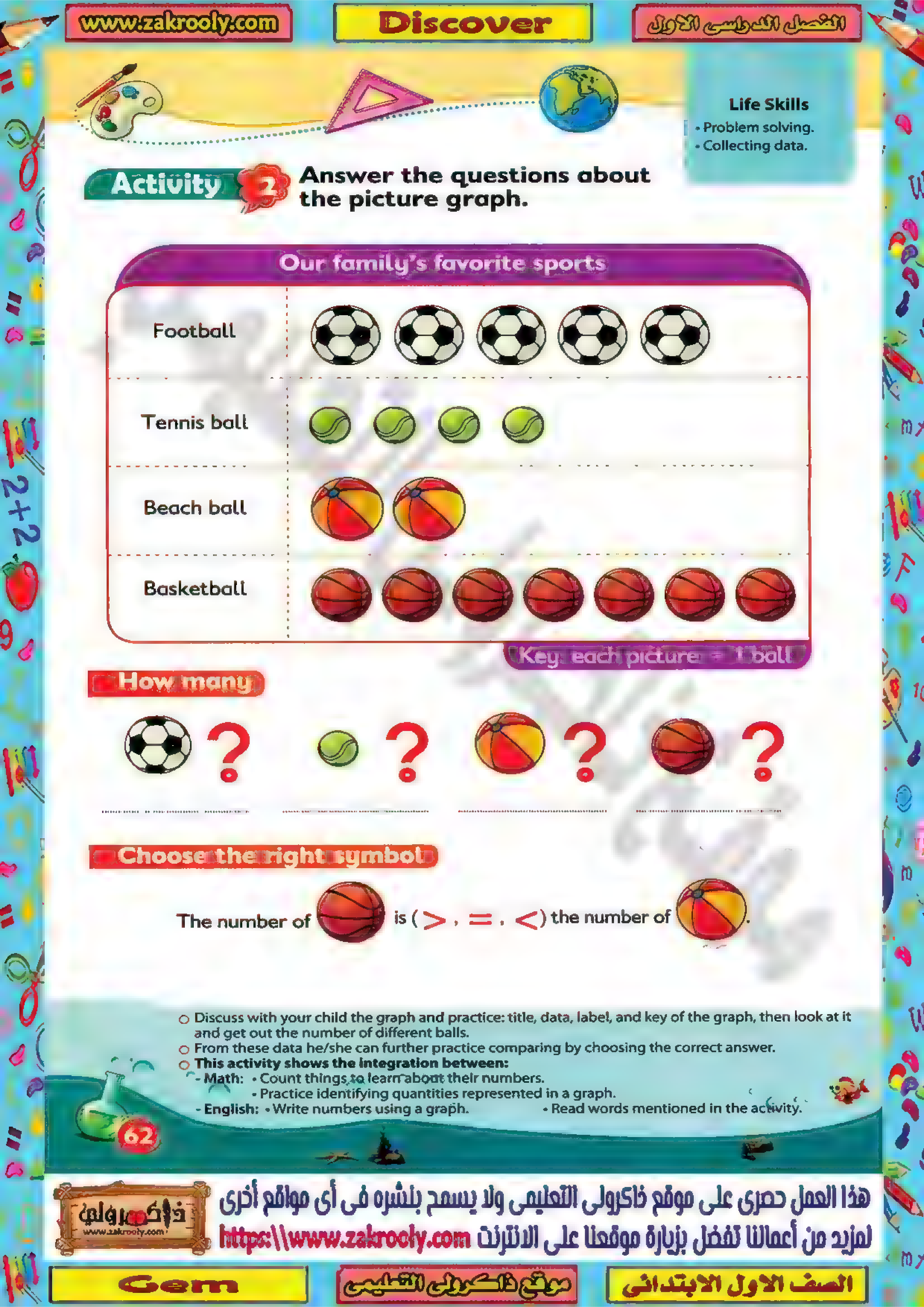
- Your child is being introduced to picture graphs.
- He/She needs to know basic vocabulary of a graph table: title, data, label, and key of the graph; kindly help him/her to learn them.
- Help your child learn that this is a way of presenting the number of things. Let him/her count the animals from the picture graph and write it below.
- Then further practice comparing numbers.
- **This activity shows the integration between:**
  - **Math:** • Collect data from a graph.
    • Practice identifying quantities represented in a bar graph.
  - **English:** Learn to pronounce animals' names correctly







**Life Skills**
- Problem solving.
- Collecting data.

## Activity 2 Answer the questions about the picture graph.

**Our family's favorite sports**

| | |
|---|---|
| Football | ⚽ ⚽ ⚽ ⚽ ⚽ |
| Tennis ball | 🎾 🎾 🎾 🎾 |
| Beach ball | (2 beach balls) |
| Basketball | 🏀 🏀 🏀 🏀 🏀 🏀 🏀 |

Key: each picture = 1 ball

**How many**

⚽ ? ............ 🎾 ? ............ (beach ball) ? ............ 🏀 ? ............

**Choose the right symbol**

The number of 🏀 is ( > , = , < ) the number of (beach ball).

- Discuss with your child the graph and practice: title, data, label, and key of the graph, then look at it and get out the number of different balls.
- From these data he/she can further practice comparing by choosing the correct answer.
- **This activity shows the integration between:**
  - Math: • Count things to learn about their numbers.
    • Practice identifying quantities represented in a graph.
  - English: • Write numbers using a graph. • Read words mentioned in the activity.



**Life Skills**
- Observation.
- Collecting data.
- Problem solving.

## Activity 3 Look at the fruit bowls, then complete the picture graph.

**Fruit bowls**

| | |
|---|---|
| Mango | 🥭 🥭 |
| Orange | |
| Banana | |
| Apple | |

Key: each picture = 1 fruit

**Draw the symbol** ( < , = , > )

- The number of 🍎 is ..................... the number of 🍌.
- The number of 🥭 is ..................... the number of 🍊.

- Ask your child to point out: title, data, label, and key of the graph, then look at the fruit bowls and draw to complete the graph.
- From these data drawn he/she can further practice comparing by choosing the correct answer.
- **This activity shows the integration between:**
  - **English:** Listen to the correct pronunciation of the fruit vocabulary and practice pronouncing it.
  - **Math:** • Understand the concepts of (< , > and =).
    • Understand the relationship between numbers and quantities.
  - **Science:** Learn about the different fruits and their different shapes.

# Bar Graph

**Life Skills**
- Good listening.
- Critical thinking.
- Collecting data.

**Activity 1** Use the bar graph to answer the questions.



Title of the graph

My favorite sweet

9
8
7
6
5
4
3
2
1
0

Data of the graph




Red Yellow Green Blue

Labels of the graph

Scale of the graph

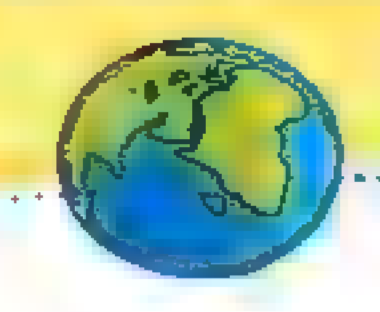
**How many** ? ........ ? ........ ? ........ ? ........



**Choose the right symbol**

The number of (red) is ( >, < or = ) the number of (green).

- Your child is being introduced to bar graphs.
- He/She will learn the bar graph vocabulary: title, data, scale, and label of the graph; help him/her identify them. Help him/her practice vocabulary.
- Then further practice comparing numbers.
- **This activity shows the integration between:**
  - **English:** Read the given words correctly.
  - **Math:** Identify quantities presented in a bar graph and represent them in numbers.
  - **Art:** Identify colors.

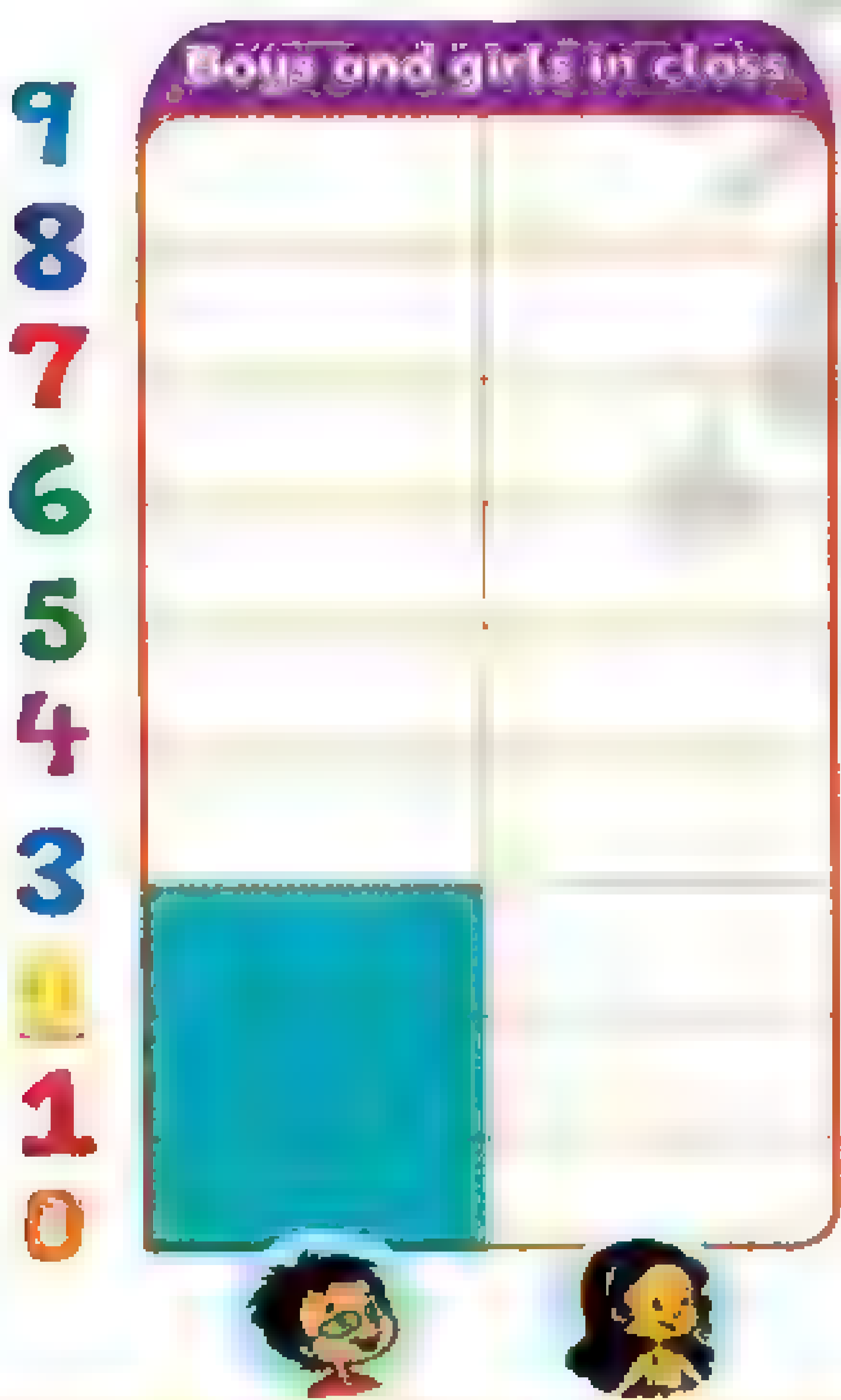



**Life Skills**
- Observation.
- Differentiation between similarities and differences.



## Activity 2 Look at the picture to complete the bar graph.

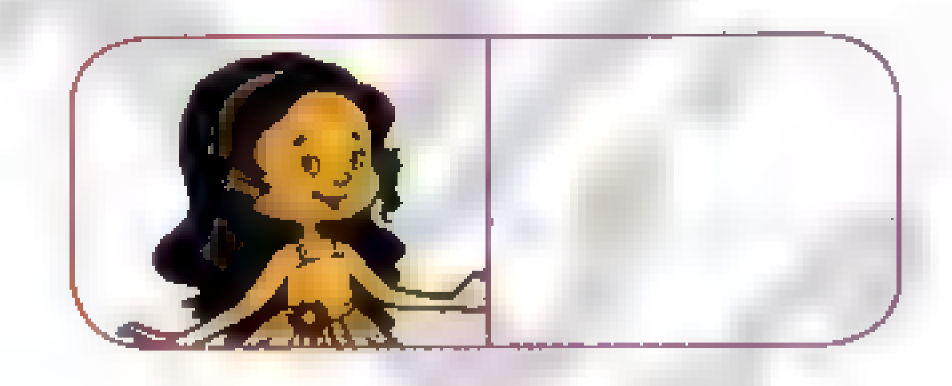








(The boy is done for you.)



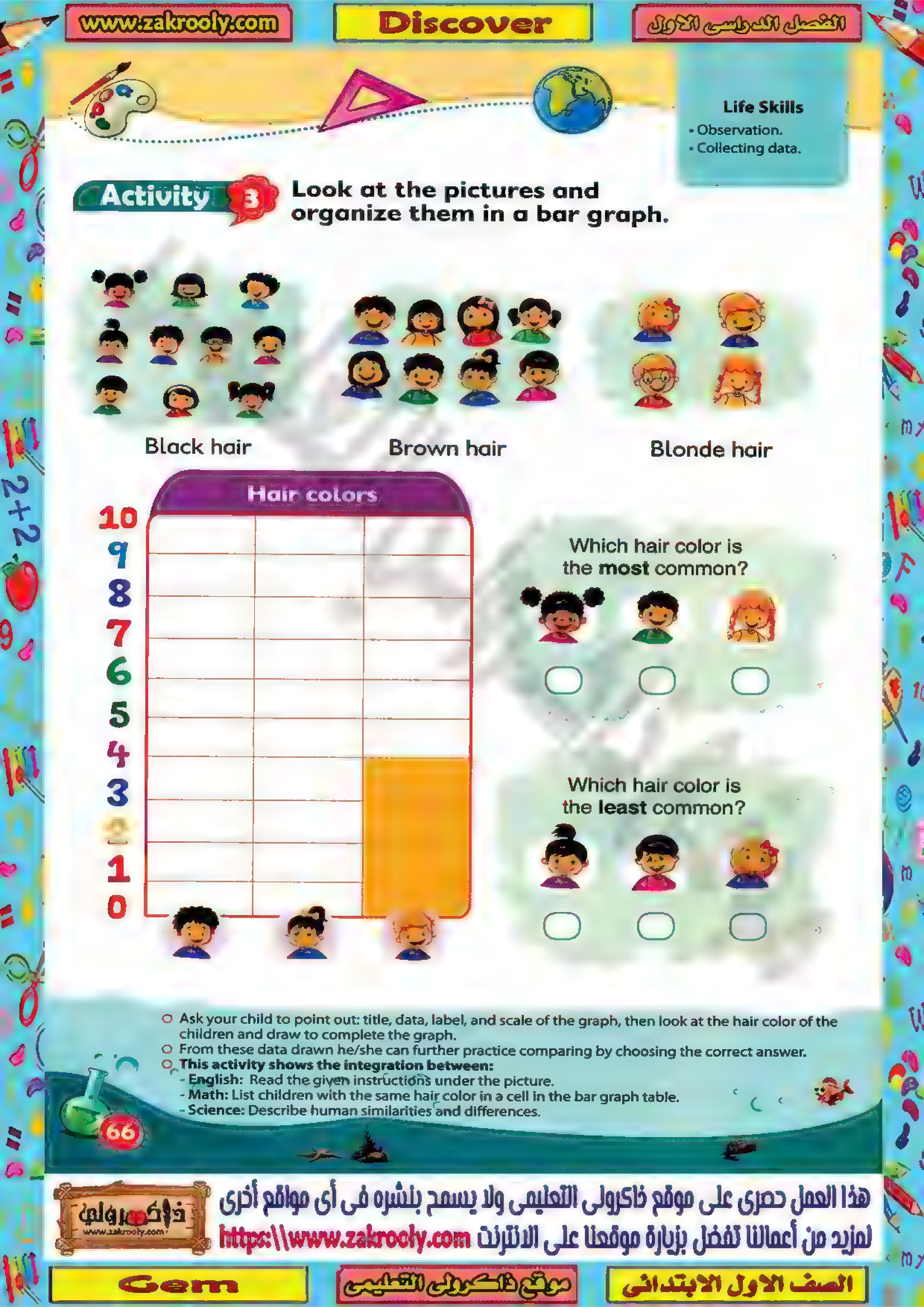



### Choose the right symbol

The number of [girl] is ( >, =, < ) the number of [boy] .

- Remind your child of the bar graph vocabulary: title, data, scale, and label of the graph by asking him/her to point out and name them.
- He/She will complete the bar graph by collecting data (counting the girls) in the picture and coloring the boxes.
- **This activity shows the integration between:**
  - **English:** Read the given vocabulary in the bar graph.
  - **Math:** Represent data in a bar graph.
  - **Art:** Color the boys' and girls' bars differently.





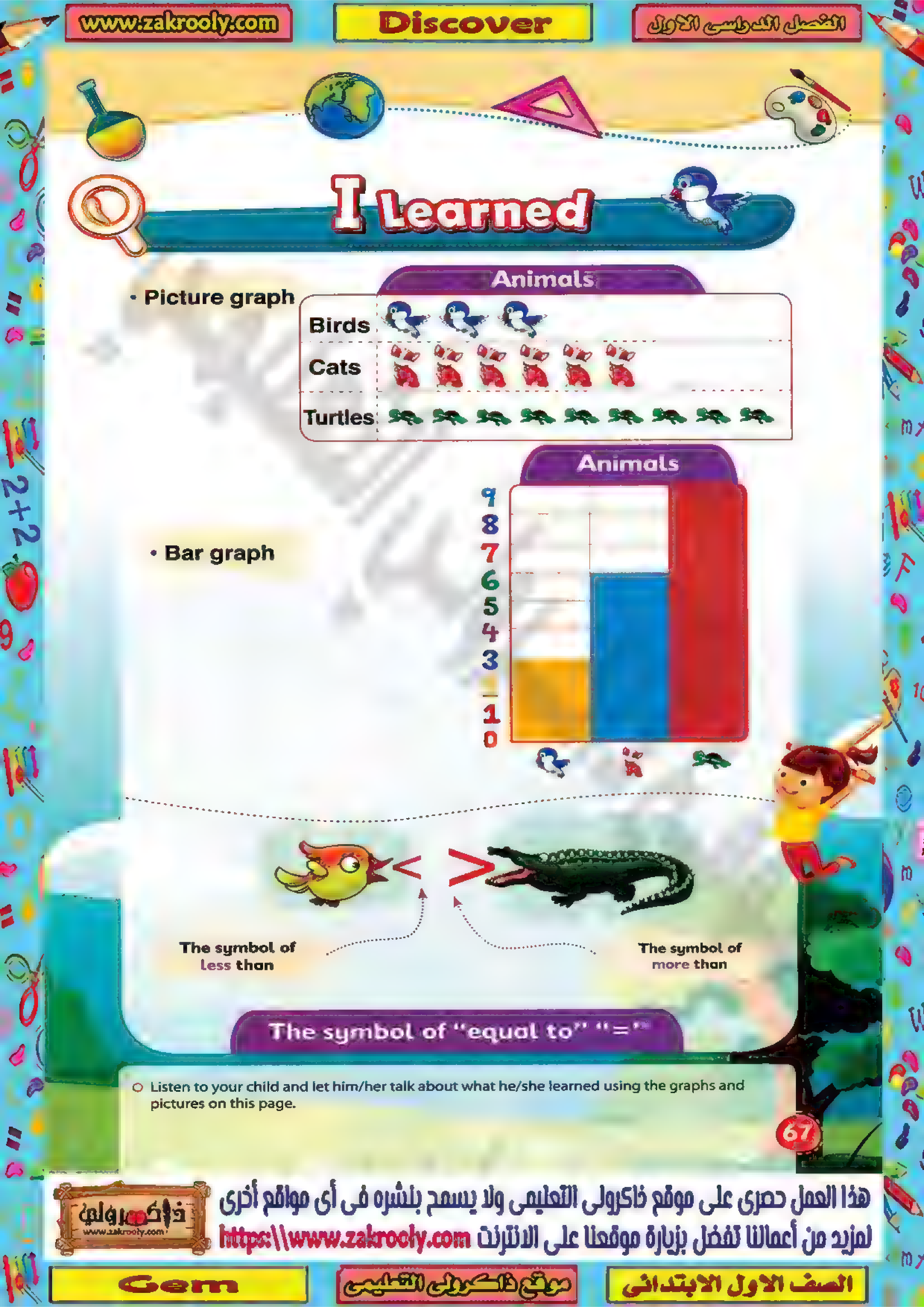
**Life Skills**
- Observation.
- Collecting data.

## Activity 3 Look at the pictures and organize them in a bar graph.



- Ask your child to point out: title, data, label, and scale of the graph, then look at the hair color of the children and draw to complete the graph.
- From these data drawn he/she can further practice comparing by choosing the correct answer.
- **This activity shows the integration between:**
  - **English:** Read the given instructions under the picture.
  - **Math:** List children with the same hair color in a cell in the bar graph table.
  - **Science:** Describe human similarities and differences.

# I Learned




• Picture graph

• Bar graph

The symbol of less than

The symbol of more than

The symbol of "equal to" "="

○ Listen to your child and let him/her talk about what he/she learned using the graphs and pictures on this page.



# Living and Non-living Things

**Life Skills**
- Good listening.
- Critical thinking.

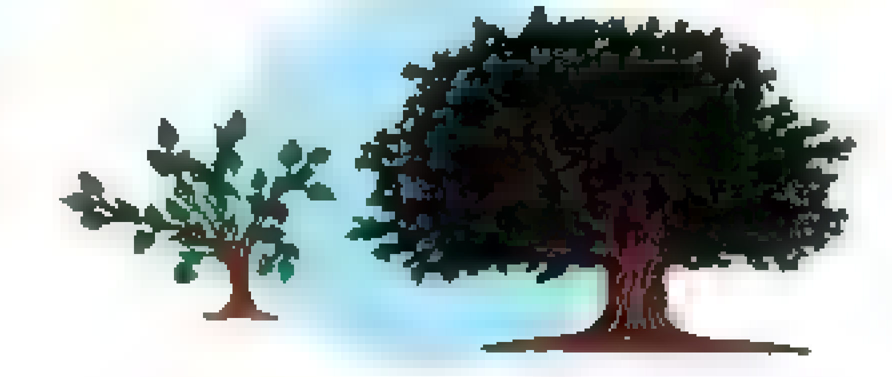
**Activity 1** All living things do the following:


Eat


Move


Breathe


Have a baby "offspring"


Grow

| Question | Object | | | |
|---|---|---|---|---|
| Can you/it ...? | You | Dog | Tree | Car |
| eat | ✓ | ✓ | ✓ | ✗ |
| breathe | | | | |
| grow | | | | |
| move | | | | |

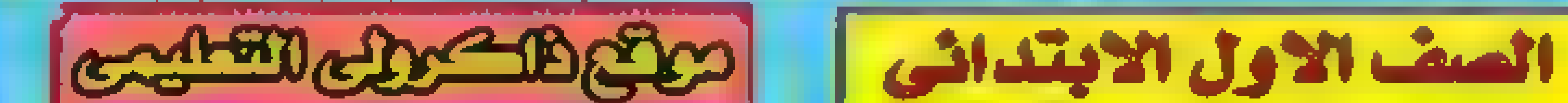


- Assist your child to observe and recognize what all living things have in common, then answer the questions in the table by ticking (✓) or crossing (✗).
- They will observe that all living things eat, breathe, grow, and move and non-livings do not.
- Note that they may be confused that plants don't move; explain they do move towards the light and some away from harm.
- **This activity shows the integration between:**
  **English:** • Read words that describe living and non-living things.
  **Science:** Categorize living and non-living things.












**Life Skills**
- Observation.
- Collecting data.
- Exchanging information.

## Activity 2 Look at the picture to complete the bar graph.



- This is an opportunity to practice bar graphs on living and non-living things.
- They should be able to point out: title, data, label, and scale of the graph, then complete it from the picture.
- **This activity shows the integration between:**
  - Science: Categorize his/her surroundings into living and non-living things.
  - Math: Understand any data about living and non-living things presented in a graph.



**Life Skills**
- Observation.
- Exchanging information.
- Collecting data.

## Activity 3 Look at the picture, then complete the picture graph.

**Living and non-living**

| | |
|---|---|
| Living | |
| Non-living | |

Key: Living ■ Non-living ●

**Choose**

The number of living things is ( > , < , = ) the number of non-living ones.

- Practice making a picture graph using data of living and non-living things observed in the picture. Help him/her to use the key.
- They should be able to point out: title, data, label, and key of the graph.
- **This activity shows the integration between:**
  - **Science:** Categorize his/her surroundings into living and non-living things.
  - **Math:** • Fill in the graph with data about the observed living and non-living things.
    • Understand the concepts related to < , > and = .

# Class Data 'Colors'

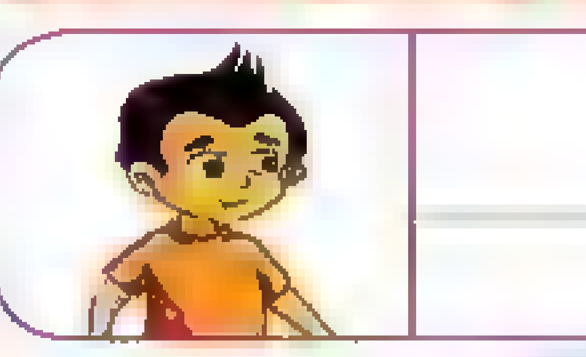
**Life Skills**
- Differentiation between similarities and differences.



Look at the picture, then complete the bar graph.



Count the numbers of T-shirt colors

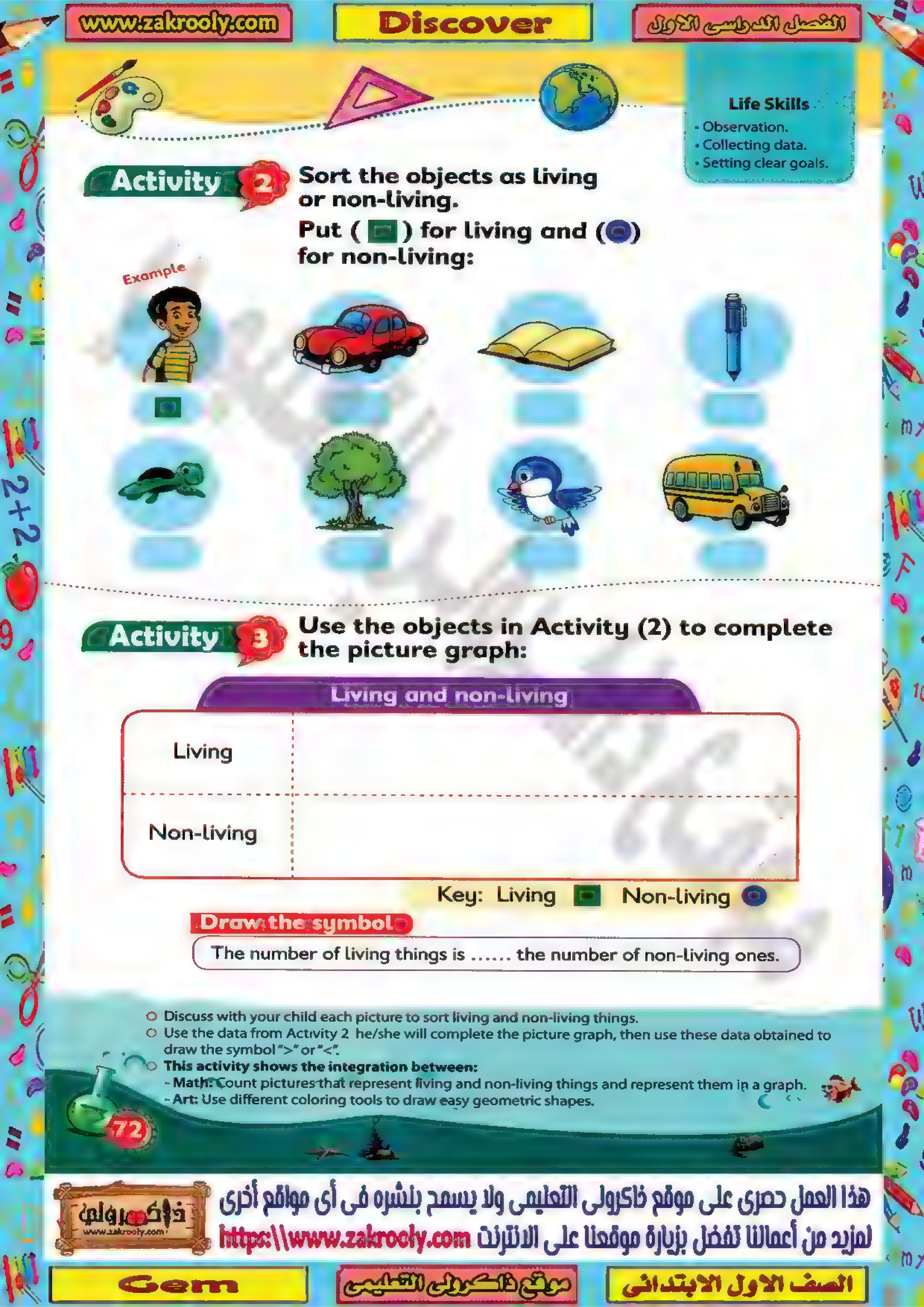
**Colors of T-shirts**

| | Red | Blue | Yellow |
|---|---|---|---|
| 7 | | | |
| 6 | | | |
| 5 | | | |
| 4 | | | |
| 3 | | | |
| 2 | | | |
| 1 | | | |
| 0 | | | |

What color do most boys wear?

- Your child will look at the picture, count the number of boys wearing the same T-shirt color (data), and write the numbers in the boxes (key), then complete the bar graph.
- **This activity shows the integration between:**
  - **Math:** Count the players' T-shirts and represent them in a bar graph.
  - **Art:** • Recognize primary colors.
    • Use different coloring tools to show understanding of data.



**Life Skills**
- Observation.
- Collecting data.
- Setting clear goals.

## Activity 2

**Sort the objects as living or non-living.**
**Put ( ▪ ) for living and ( ● ) for non-living:**

Example

## Activity 3

**Use the objects in Activity (2) to complete the picture graph:**

**Living and non-living**

| | |
|---|---|
| Living | |
| Non-living | |

Key: Living ▪ Non-living ●

**Draw the symbol**

The number of living things is ...... the number of non-living ones.

- Discuss with your child each picture to sort living and non-living things.
- Use the data from Activity 2 he/she will complete the picture graph, then use these data obtained to draw the symbol ">" or "<".
- **This activity shows the integration between:**
  - Math: Count pictures that represent living and non-living things and represent them in a graph.
  - Art: Use different coloring tools to draw easy geometric shapes.



# Project

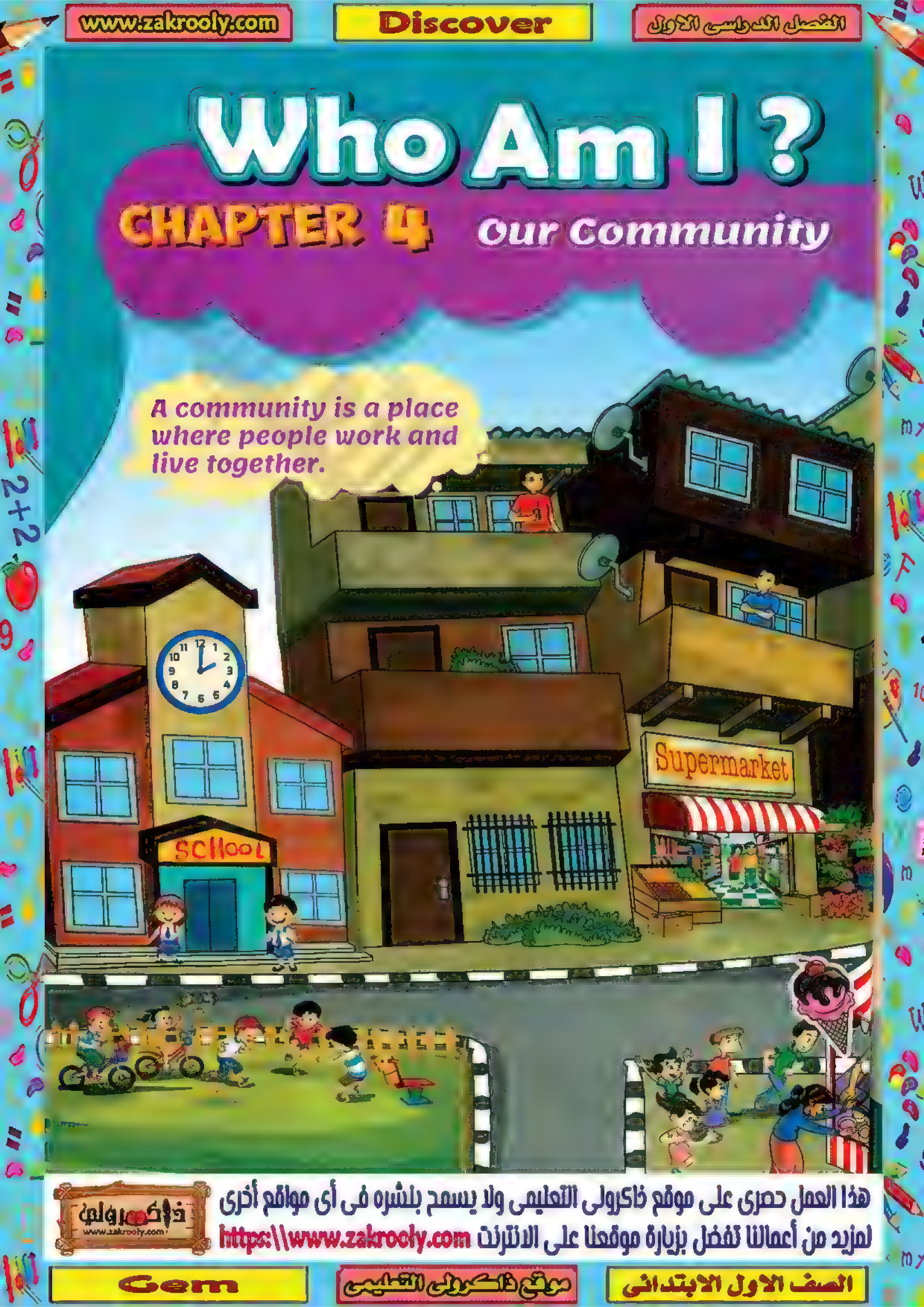
## Characteristics of living and non-living things

### Draw and share

**Living things (eat, breathe, move, grow and have babies "offspring").**



**Non-living things don't eat, breathe, move, grow or have babies "offspring".**


Who Am I ?
CHAPTER 4
Our Community
A community is a place where people work and live together.
SCHOOL
Supermarket

# My Community

**Life Skills**
- Observation.
- Critical thinking.
- Respect the common rules of the team.




Circle what you have in your community:














- Discuss with your child the things present in his/her community; like school, hospital, fire station, and other places in the pictures. He/She will circle community features present in his/her community.
- **This activity shows the integration between:**
  - **Social studies:** Students should recognize that they are members of families, schools, neighborhoods and they belong to society.
  - **English:** Form proper sentences during group work activities.



# Our Rights

**Life Skills**
- Respect others.
- Trusting others.
- Critical thinking.

**Activity** Color the images:

My right is to ......... .

learn

share ideas

be safe

- Your child will color the pictures and learn about his/her rights to learn, share ideas and be safe in his/her community. Discuss other rights. Please help him/her read if needed.
- **This activity shows the integration between:**
  - **English:** Sight-read commonly repeated words and participate in group discussions.
  - **Social studies:**
    - Students should recognize that they are effective members in families, schools and neighborhoods.
    - Students should differentiate between their responsibilities and rights.

# Rules

**Life Skills**
- Abiding by common rules of the team.
- Communication.



**Activity 1** Color:

My responsibilities are to follow rules.

At home

At school








- Discuss with your child his/her responsibilities at home and at school. He/She will color some examples in this activity.
- **This activity shows the integration between:**
  - **Social studies:** Recognize their responsibilities and rights to their families and society.
  - **English:** Read written instructions that encourage keeping the environment clean.





**Life Skills**
- Abiding by common rules of the team.
- Good listening.

**Activity 2** Color the right behavior in green and the wrong behavior in red :

## I Learned

- My rights are to learn, share ideas and be safe.
- My responsibilities at home and school are to follow rules.
- The right behaviors.

- Your child looks at the pictures and identify good and bad behaviors. You can further discuss other behaviors that are good and others that are bad.
- **This activity shows the integration between:**
  - **Social studies:** • Recognize their responsibilities and rights towards their families and society.
    • Characterize right and wrong behaviors.
  - **English:** Listen and speak while participating in group discussions.

# Community Helpers

**Life Skills**

- Respect the diversity.
- Observation.
- Self-expression.

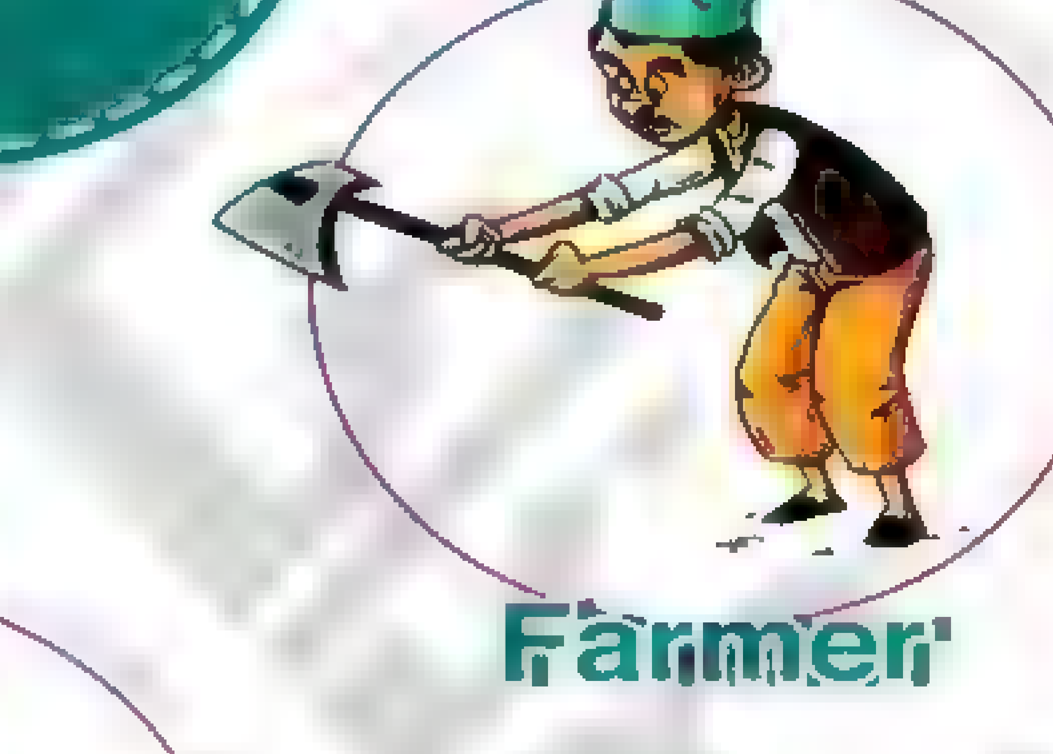

Teacher


Doctor





Builder


Farmer


Police officer

- Look at the pictures with your child and let him identify the different jobs of the people in the picture. Help him/her read and pronounce the words if needed. Discuss that all jobs are important and people who do them are community helpers.
- **This activity shows the integration between:**
  - Social studies:
    - Identify different jobs and recognize their roles in society.
    - Show respect for others whatever their jobs are.
  - English: Read jobs vocabulary properly.



**Life Skills**
- Identifying the relationships.
- Critical thinking.

**Activity** Match the community helper with the place where he/she works.

| Community helper | Place |
|---|---|
| | |




- Relate this activity to real life like where you and other family members work.
- **This activity shows the integration between:**
  - **Social studies:** Determine the right work place for each job.
  - **English:** Participate with other classmates to perform a play about different jobs and their work places.



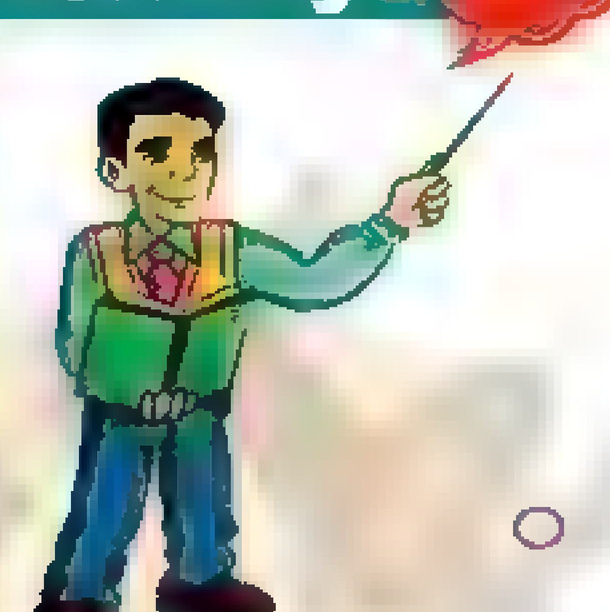


# Worker Tools

**Life Skills**
- Critical thinking.
- Problem solving.
- Respect the diversity.




**Match the workers to their tools:**













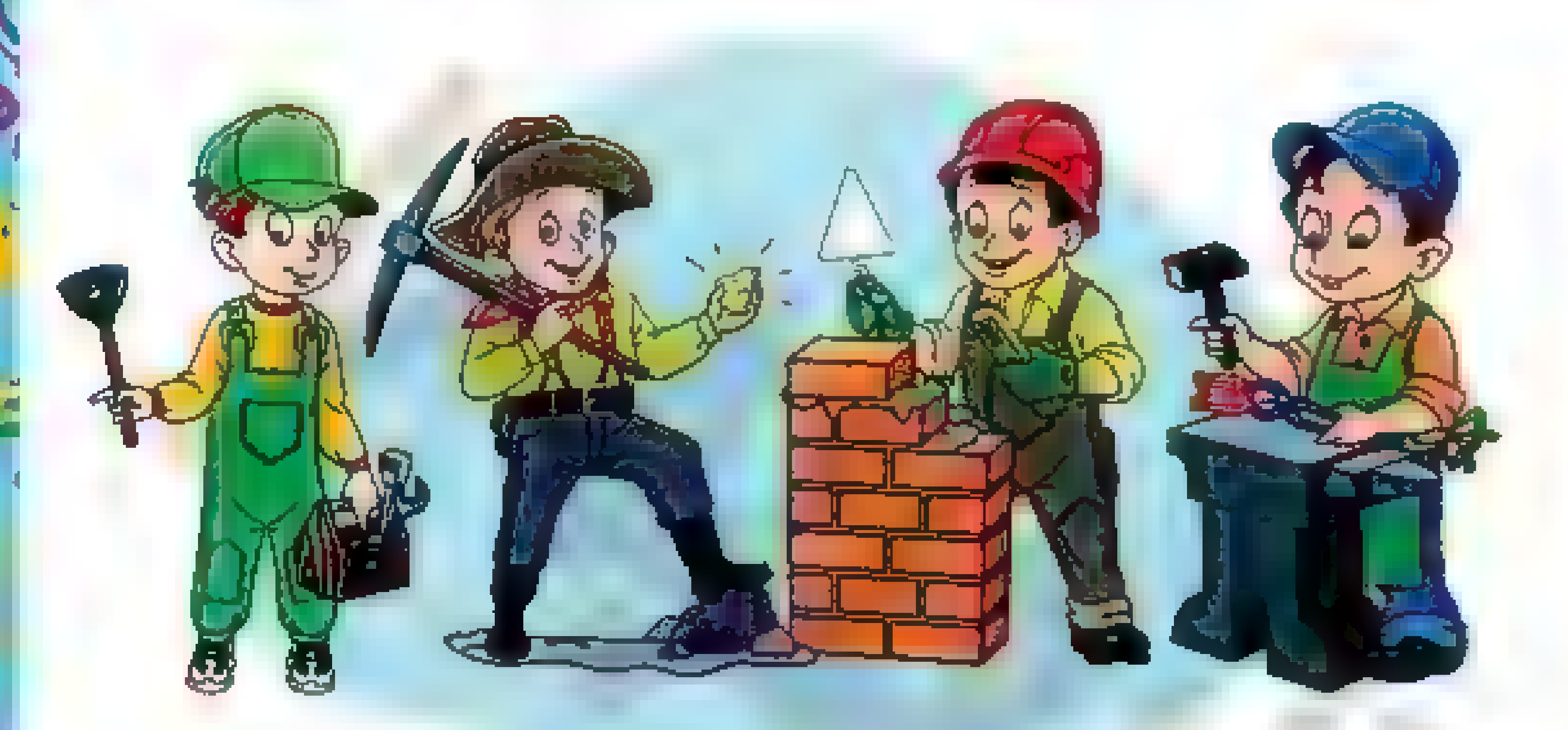




- Your child will match between the different community helpers and the tools they use for their work. You can discuss other tools they might use.
- Relate this activity to real life like what you and other family members do and tools you use.
- **This activity shows the integration between:**
  - Social studies: • Identify proper tools for different jobs.
    • Show respect for others.
  - English: Ask and answer questions about other jobs.

# Industrial and Not industrial jobs

**Life Skills**
- Observation.
- Exchanging information.
- Respect the diversity.





Industrial jobs

Not industrial jobs





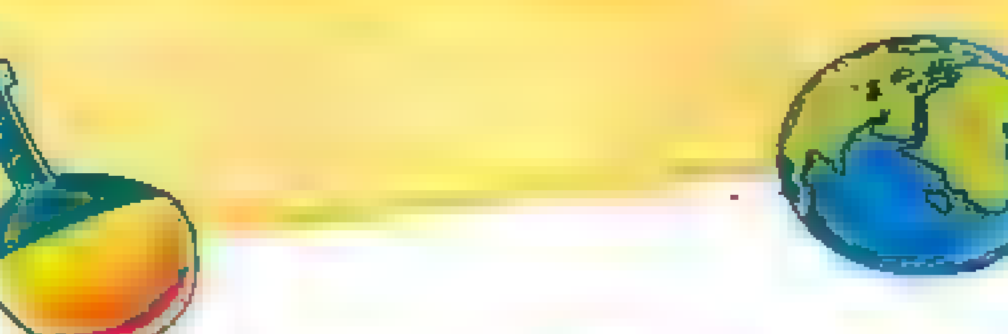




Industrial tools

Not industrial tools

- Discuss with your child that jobs are different; some can be industrial (work in factories, or build something using heavy tools) and some are not. Let them look at the pictures and get the information.
- **This activity shows the integration between:**
  - **Social studies:** • Explain the importance of industrial and non-industrial jobs and describe different tools used in each.
    • Show respect for different jobs.
  - **English:** Read vocabulary about industrial and non-industrial jobs.



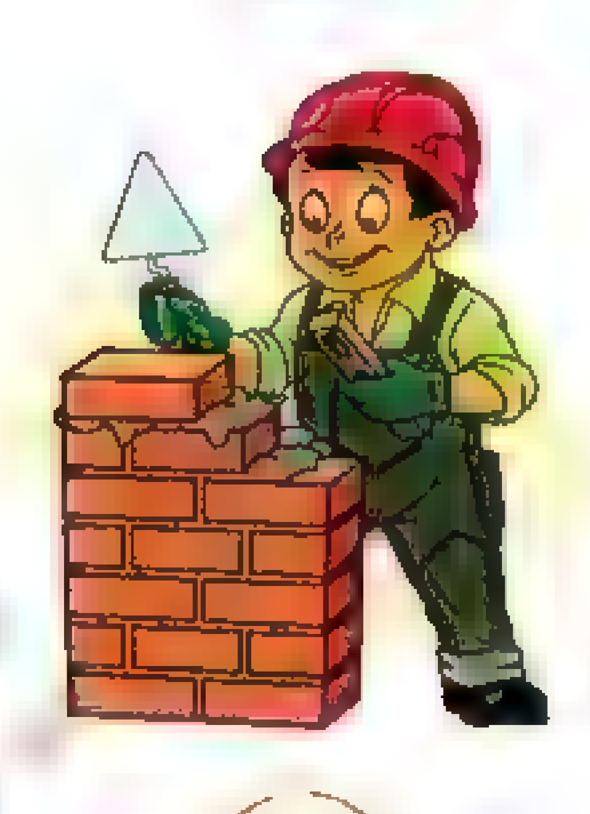

**Life Skills**
- Observation.
- Trusting others.
- Critical thinking.




Color the industrial jobs in red and the non-industrial jobs in blue:



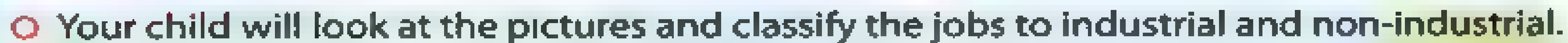




## I Learned

- The industrial jobs are like that of the steelworker.
- The non-industrial jobs are like that of the doctor and teacher.



- Your child will look at the pictures and classify the jobs to industrial and non-industrial.
- You can further discuss place of work and tools used.
- **This activity shows the integration between:**
  - **Science:** Identify differences between industrial and non-industrial jobs.
  - **Social studies:** Identify roles of each job and show respect for their members.

# Food, Water, and Shelter

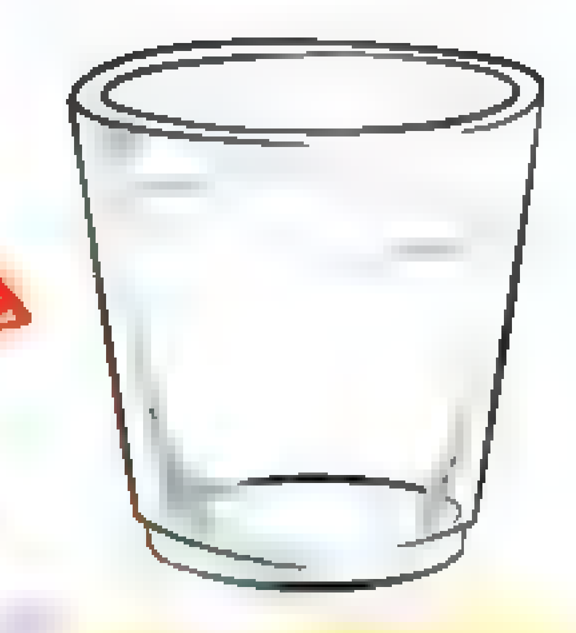
**Life Skills**
- Observation.
- Exchanging information.
- Good listening.



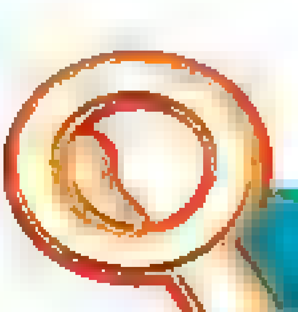

Color:











Food

Water

Shelter

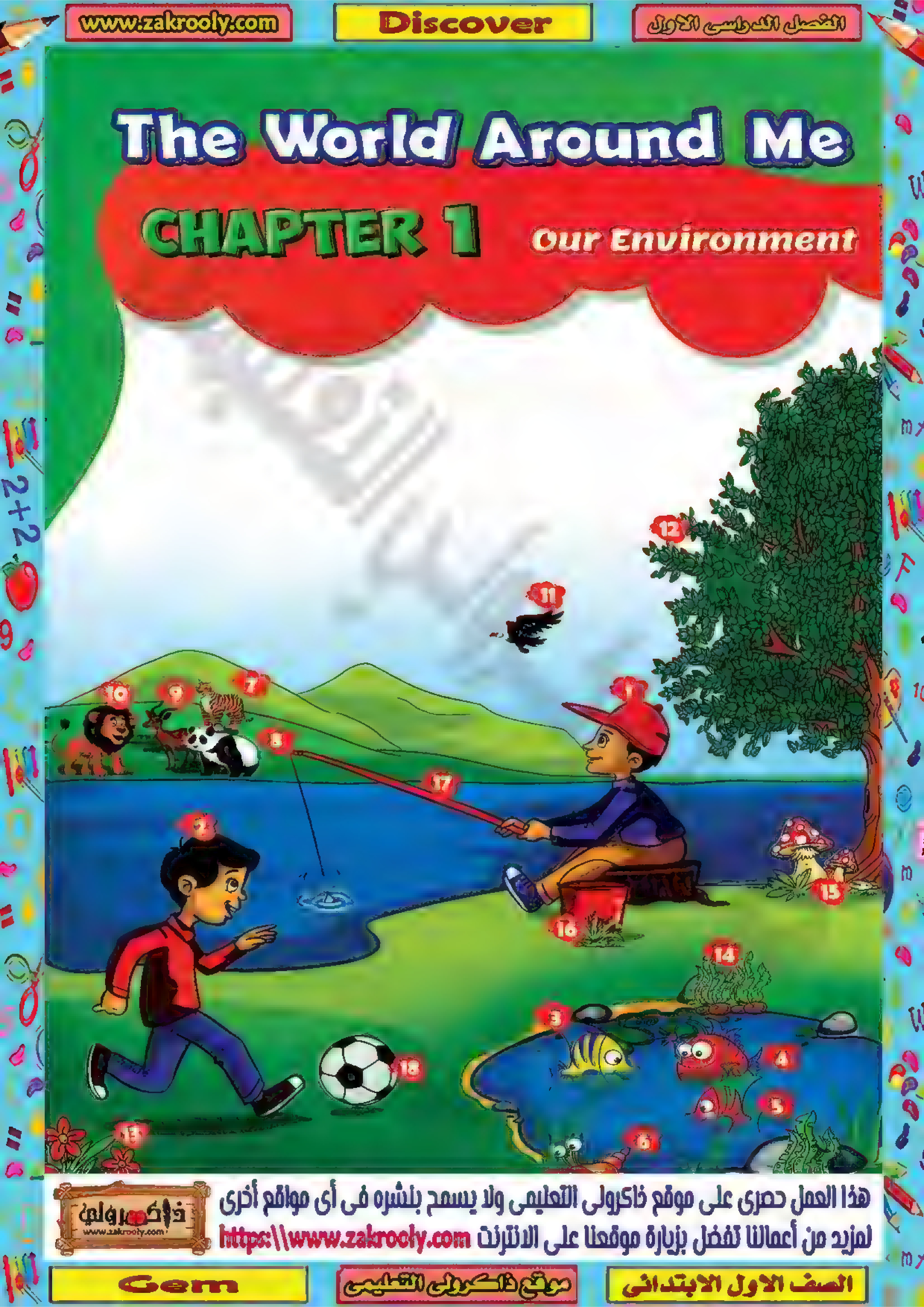


## I Learned

**Food, water, and shelter are important to our life.**

- Discuss with your child community members need (food, water, and shelter). Help him/her learn the new word shelter (a place to live and be safe).
- **This activity shows the integration between:**
  - **Science:** Explain the importance of food and water to human beings.
  - **Art:** Color a group of pictures to produce a work of art.
  - **English:** Read words that describe pictures.


Project
Draw a job you like
Tools
Your job
Place
It is ......
"industrial / not industrial"


The World Around Me
CHAPTER 1
Our Environment
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18



# Living and Non-living Things

**Life Skills**
- Observation.
- Differentiating between similarities and differences.
- Exchanging information.

**Activity 1** Look at the previous picture, write the numbers in the correct box.

| Living things | Non-living things |
|---|---|
| | |

**Activity 2** Draw examples of living things:

**Living things**

| Humans | Animals | Plants |
|---|---|---|
| | | |

- **Activity 1:** Your child will look at the numbered picture on the left and copy the numbers into the table sorting the objects into living and non-living things.
- **Activity 2:** He/She will copy numbers from the picture into the table sorting objects into humans, animals, and plants.
- **This activity shows the integration between:** - **Science:** Classify living and non-living things.
  - **Social studies:** Describe the surrounding environment.
  - **Art:** Draw items found in the environment.










Life Skills
- Flexibility in generating ideas.
- Selecting the appropriate alternative.

## Activity 3 Color living things to complete the maze:




- Your child will color living things as he/she moves through the maze. Discuss with him/her criteria he/she is choosing by, this is a review on what has been studied before about the characteristics of living and non-living things.
- **This activity shows the integration between:**
  - **Science:** Classify living and non-living things.
  - **Art:** Color living things.

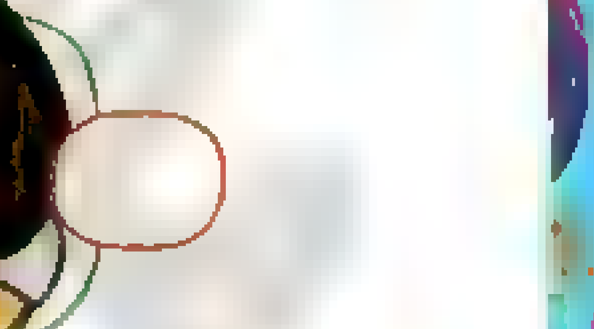


# Observation

**Life Skills**
- Observation.
- Exchanging information.
- Self-expression.

**Activity 1** Tick (✓) for the right answers about living things:

- I need ...
- I can ...



- Your child will observe what we as living beings need and what we can do.
- **This activity shows the integration between:**
  - **Science:** Identify the characteristics of living things.
  - **Reading:** Ask questions about the characteristics of living things and form sentences for answering them.

**Life Skills**
- Differentiating between similarities and differences.
- Good inquiry.
- Set clear goals.

## Activity 2 Color living things in ●:

Note: All living things have babies "offspring".

- Your child will look at the pictures and choose living and non-living things.
- Discuss with him/her that all living things have babies (offspring) while non-living things don't.
- **This activity shows the integration between:**
  - **Science:** Observe carefully the characteristics of living things.
  - **Art:** Use colors.

# Making Groups

**Life Skills**
- Differentiating between similarities and differences.
- Exchanging information.
- Observation.



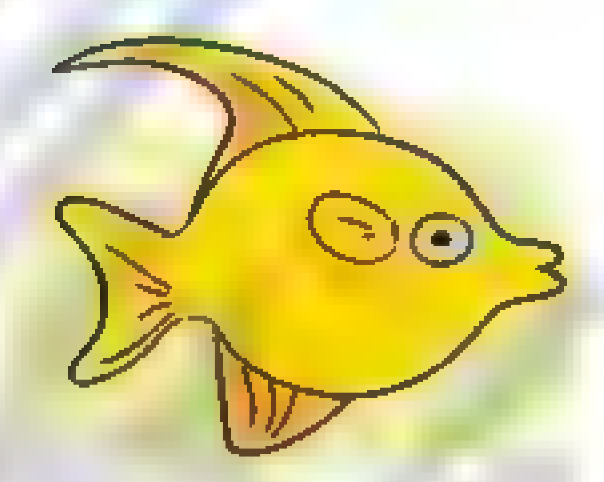

**Sort the objects into two groups. Write each word in the correct box:**


Car


Frog


Kite


Hat

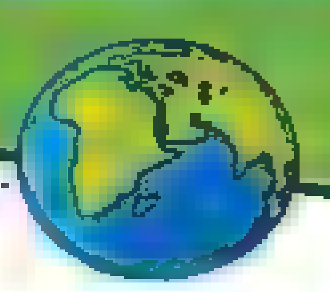

Fish


Bell

| Make sounds | Do not make sounds |
| --- | --- |
| | |

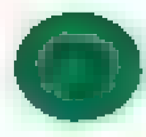
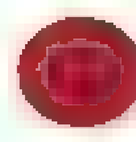
- We can classify things in different ways; your child will classify the items in the pictures into two groups "make sounds" and "do not make sounds". Discuss with him/her other ways he/she can classify these items into two or more groups; any logical answer is acceptable.
- **This activity shows the integration between:**
  - **Science:** Classify things according to common characteristics.
  - **Art:** Identify primary colors from the color of the objects.

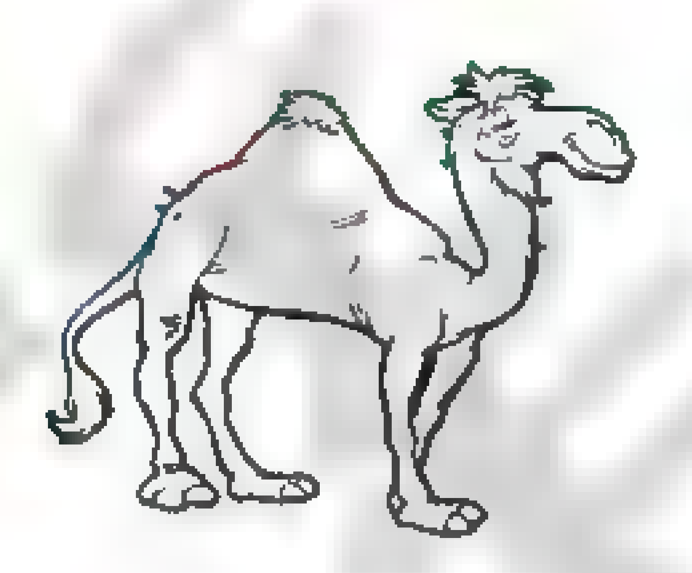
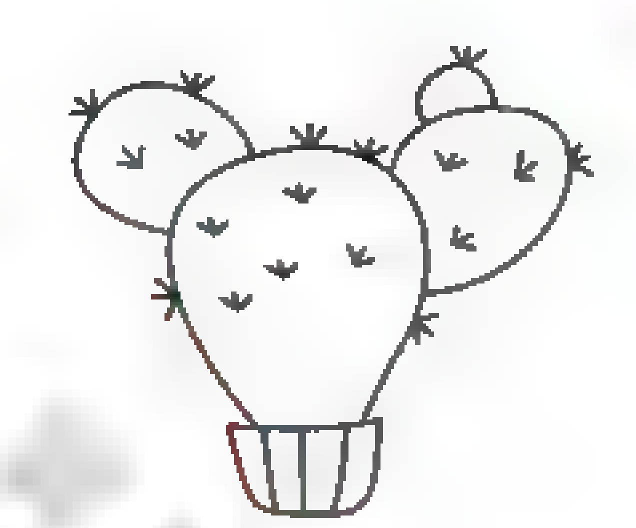
# Plants and Animals

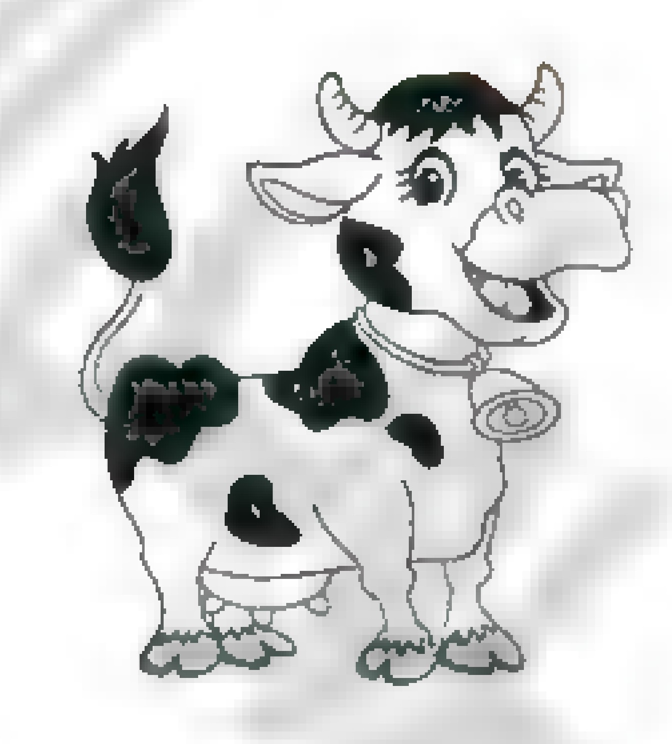


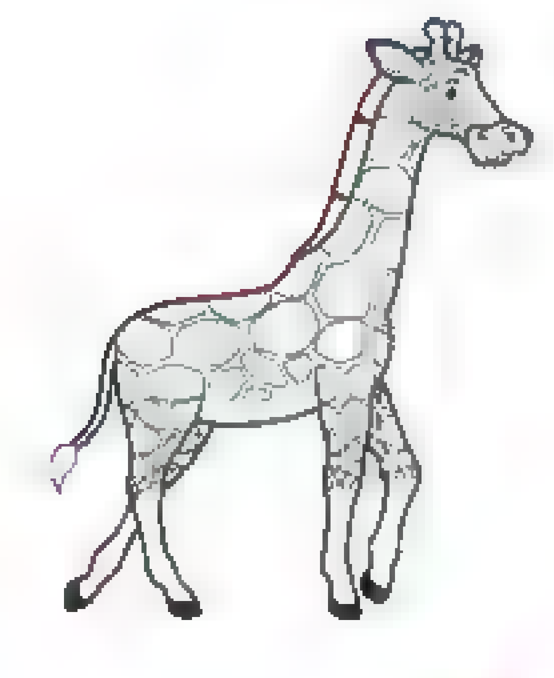
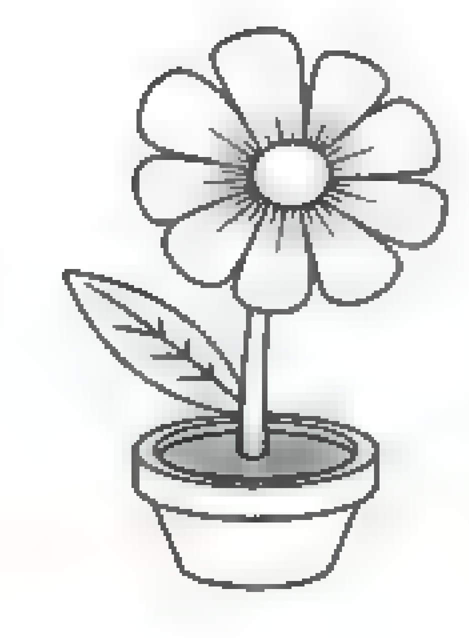
**Life Skills**
- Respect for others opinions.
- Observation.
- Exchanging information.



Color the plants in  and the animals in  :




- Your child will color and sort living things into plants and animals.
- **This activity shows the integration between:**
  - **Science:** Classify living things into plants and animals.
  - **Art:** Use coloring tools to complete the pictures.





**Life Skills**
- Observation.
- Exchanging information.
- Collecting and recording data.

## Activity 2 Look at the picture, then answer:



**How many plants?**

........................................

**How many animals?**

........................................

**Plants + animals =**

.................... + .................... = .................... living things

- Please help your child read the questions; he/she will look at the picture, practice counting and write the numbers. Help him/her understand that addition means all together, and how we write it.
- **This activity shows the integration between:**
  - **Math:** Write numbers and relate counting with addition and subtraction.
  - **Science:** Classify living things into plants and animals.



# I learned

| Living things | Non-living things |
|---|---|
| Eat food | Don't need food |
| Drink water | Don't need water |
| Breathe air | Don't need air |
| Grow | Don't grow |
| Move | Don't move by themselves |
| Have a baby "offspring" | Don't have a baby "offspring" |

## Living things are:

Humans

Animals

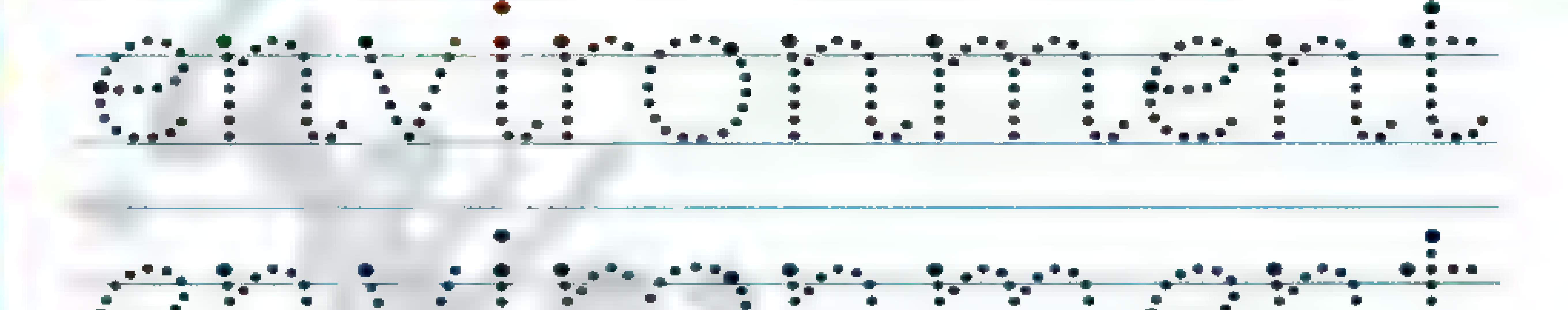
Plants

# Writing Practice

**Life Skills**
- Verbal communication (Reading and Writing).
- Pronouncing the English language sounds.
- Good listening.




**Practice writing the word "environment":**




- Practice writing "environment", please help your child read the word correctly.
- **This activity shows the integration between:**
  - **English:** • Write and read a word.
    • Pronounce the sounds of the English language.
    • Read common words.



**Life Skills**
- Verbal communication (Reading and Writing).
- Pronouncing the English language souds.
- Good listening.

## Activity 2 Practice writing the words "living" and "non-living":

| living | non-living |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

- Practice writing "living" and "non-living", please help your child read the words correctly.
- **This activity shows the integration between:**
  - **English :** • Write words.
    • Read common words.
    • Pronounce the sounds of English language.



# Desert

**Life Skills**
- Observation.
- Differentiating between similarities and differences.
- Recognizing relationships.



**Look at the following picture. Match the animals that you think live there:**











The desert is dry.

- Discuss with your child the "desert" environment and the animals that live there.
- Let him/her observe from the picture that there are few plants and the water is minimal.
- Discuss the different animals in the picture and let him/her choose if the animal lives in the desert or does not.
- **This activity shows the integration between:**
  - **Science:** Through observing and explaining how the features of plants and animals help them survive in different environments.
  - **Social studies:** Describe places in the environment using geographic characteristics.



**Life Skills**
- Observation.
- Differentiating between similarities and differences.
- Recognizing relationships.

**Activity**

**Look at the following picture. Match the animals that you think live there:**

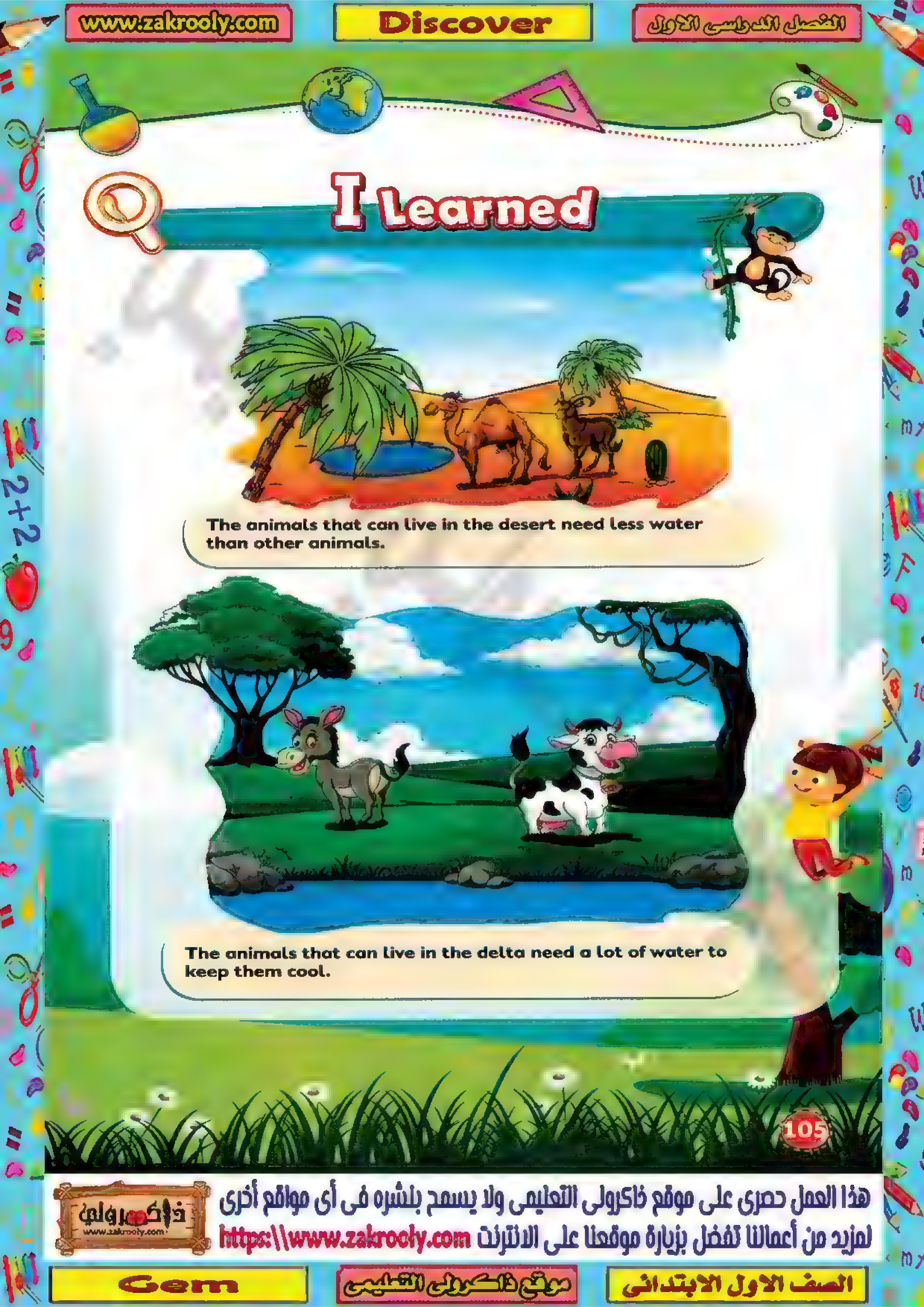


The delta is a farming land.



- Discuss with your child the "delta" environment and the animals that live there.
- Let him observe from the picture that there are many plants and the water is maximal.
- Discuss the different animals in the picture and let him/her choose if the animal lives in the delta or does not.
- **This activity shows the integration between:-Science:** Through observing and explaining how the features of plants and animals help them survive in different environments.
  - **Social studies:** Describe places in the environment using geographic characteristics.

# I Learned



The animals that can live in the desert need less water than other animals.

The animals that can live in the delta need a lot of water to keep them cool.

# Our Body is Made of Water

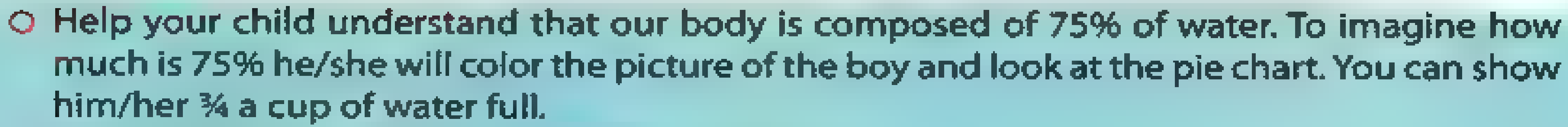
**Life Skills**
- Observation.
- Differentiating between similarities and differences.
- Recognizing relationships.




**Color the dotted area to know the amount of water in our body:**

75% water

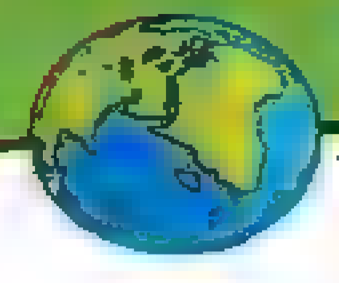
75%



- Help your child understand that our body is composed of 75% of water. To imagine how much is 75% he/she will color the picture of the boy and look at the pie chart. You can show him/her ¾ a cup of water full.
- **This activity shows the integration between:**
  - **Math:** Read numerals.
  - **Science:** Explore the percentage of water in our bodies and identify its importance for humans.








**Life Skills**
- Observation.
- Differentiating between similarities and differences.
- Collecting and recording data.



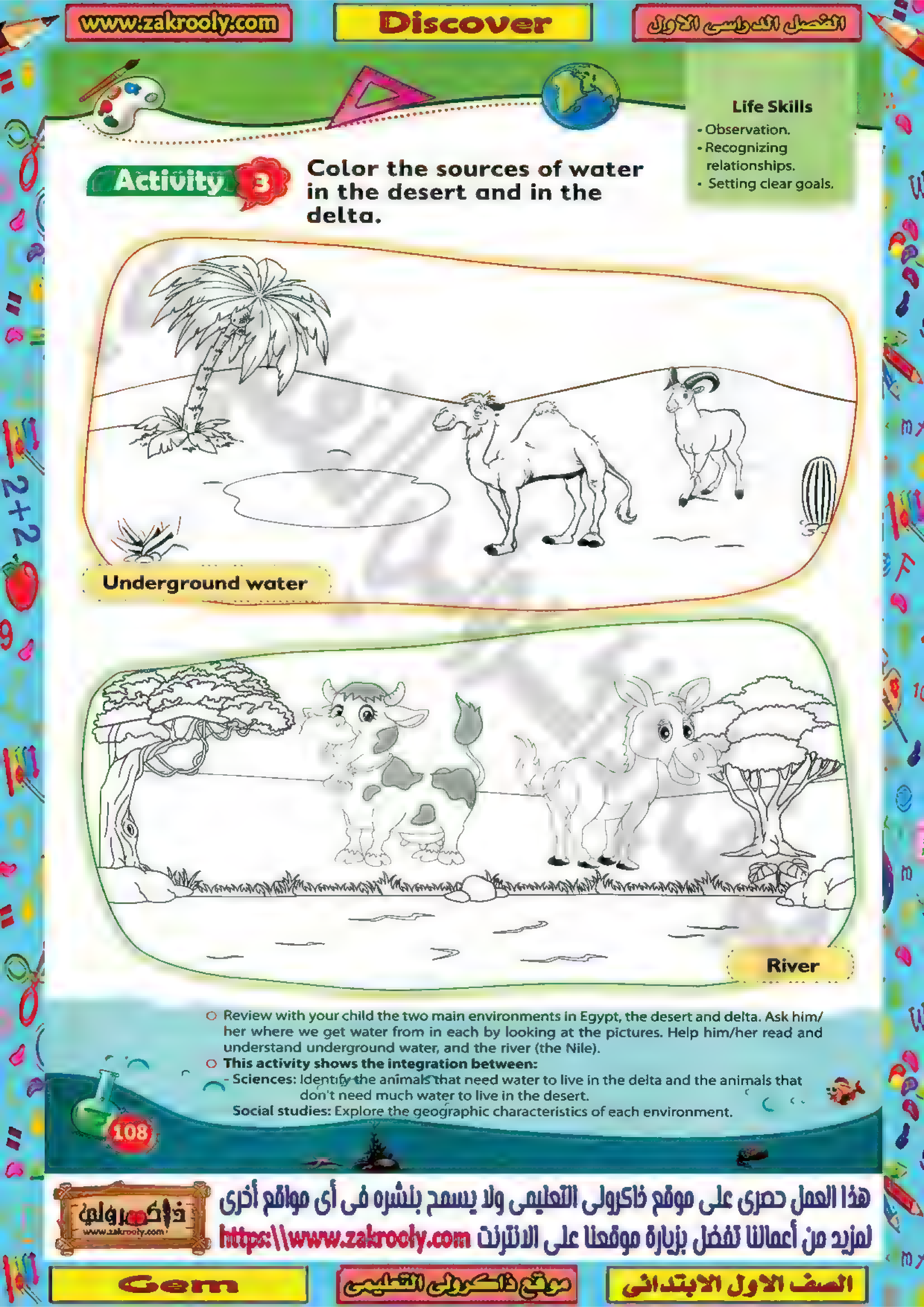

**Let us know more about water by using our senses, then answer:**





| Water | Yes | No |
|---|---|---|
| has a color? | | |
| has a smell? | | |
| has a taste? | | |

- Help your child experiment and conclude the properties of water, then answer the questions.
- **This activity shows the integration between:**
  - **Science:** Explore the characteristics of water using his/her five senses.
  - **Reading:** Read with sufficient accuracy to support comprehension.




Life Skills
- Observation.
- Recognizing relationships.
- Setting clear goals.

## Activity 3

Color the sources of water in the desert and in the delta.

- Review with your child the two main environments in Egypt, the desert and delta. Ask him/her where we get water from in each by looking at the pictures. Help him/her read and understand underground water, and the river (the Nile).
- **This activity shows the integration between:**
  - Sciences: Identify the animals that need water to live in the delta and the animals that don't need much water to live in the desert.
  - Social studies: Explore the geographic characteristics of each environment.

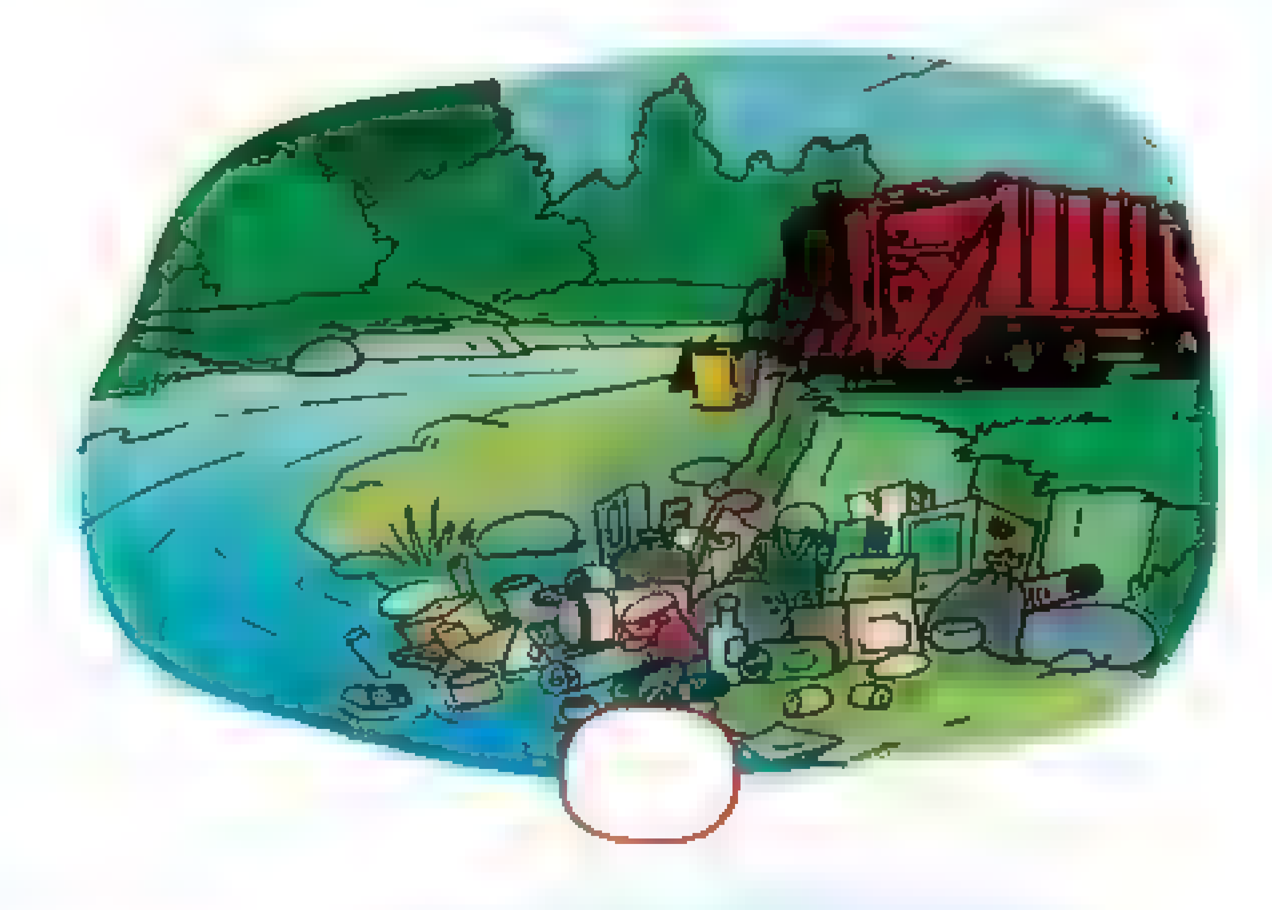
# Take Care of the Environment

**Life Skills**
- Observation.
- Introducing solving problems.
- Fluency in generating ideas.

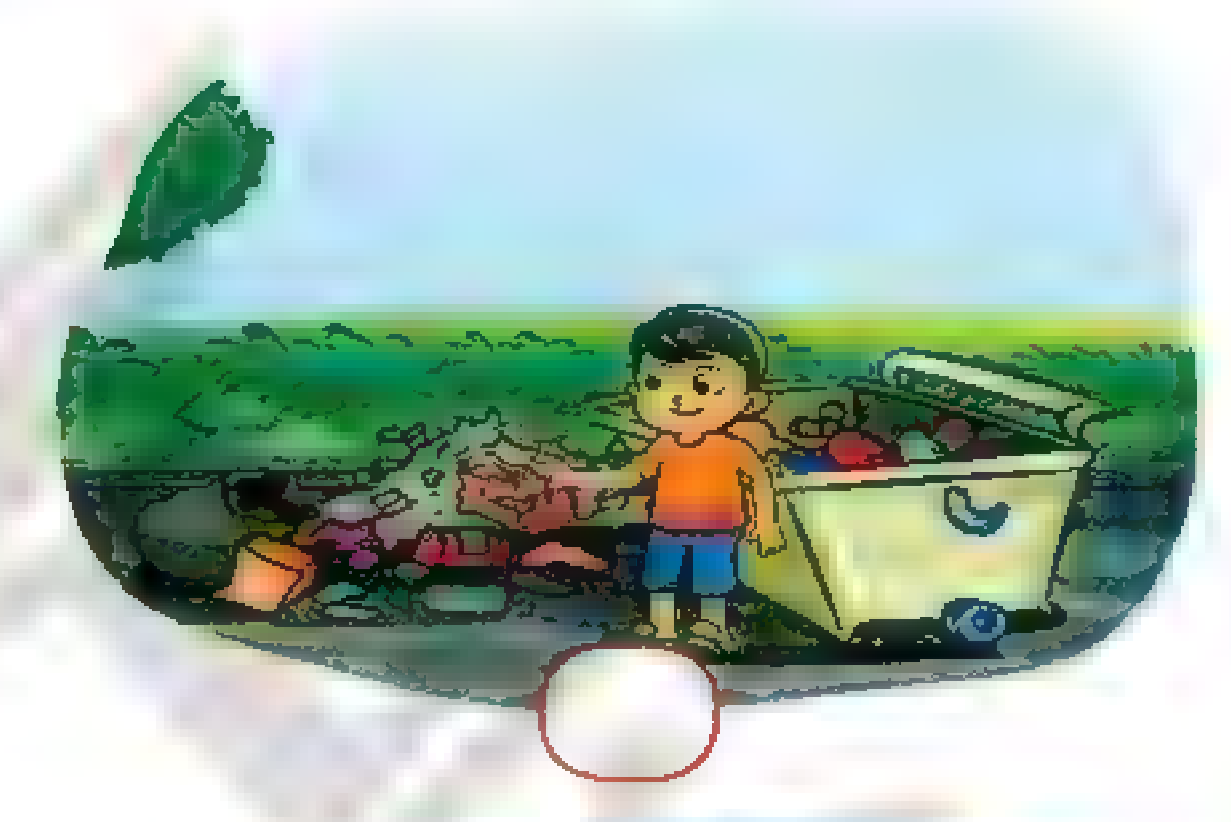



Draw 🙂 for care of the environment and ☹ for harm of the environment:

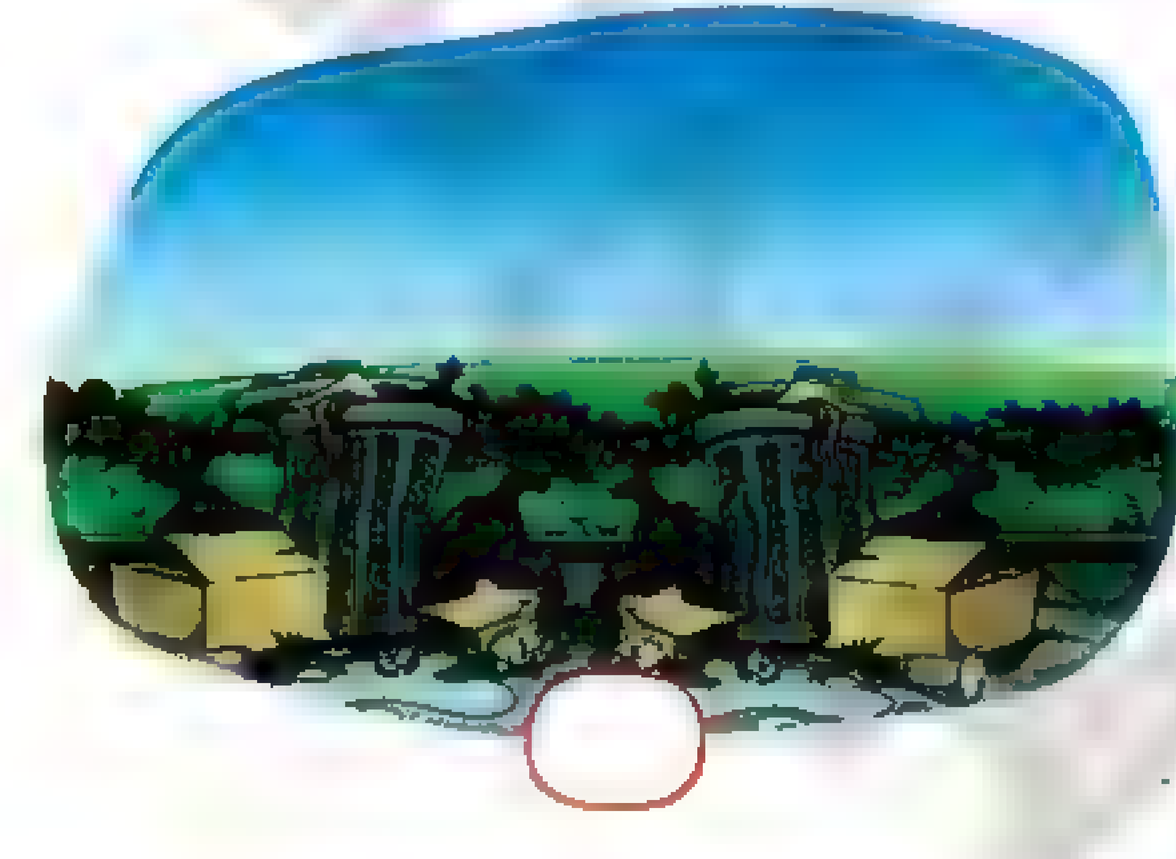












- Discuss with your child how we can keep our environment clean.
- **This activity shows the integration between:**
  - **Science:** Explore pollution sources.
  - **Social studies:** Generate solutions for conserving the environment.

# I learned



Our body contains 75% of water.

Water has no color, taste, or smell.

In the desert, water comes from under the ground.

In the delta, water comes from the river.

We should take care of our environment.

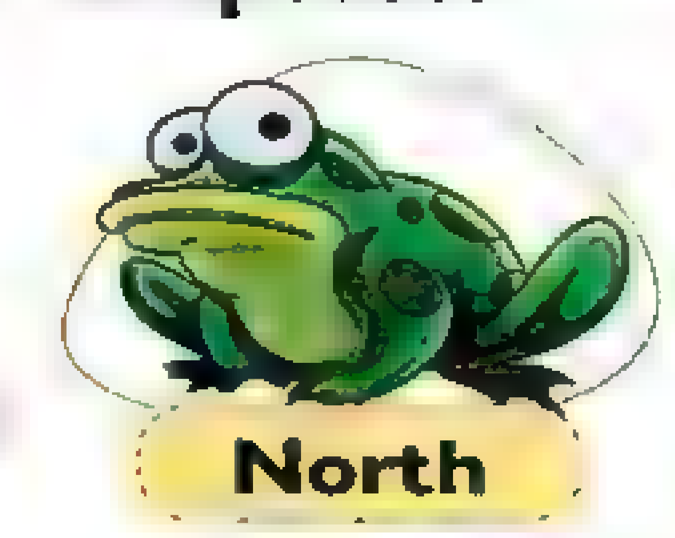
# Using a Map



**Life Skills**
- Observation.
- Critical thinking.
- Good listening.

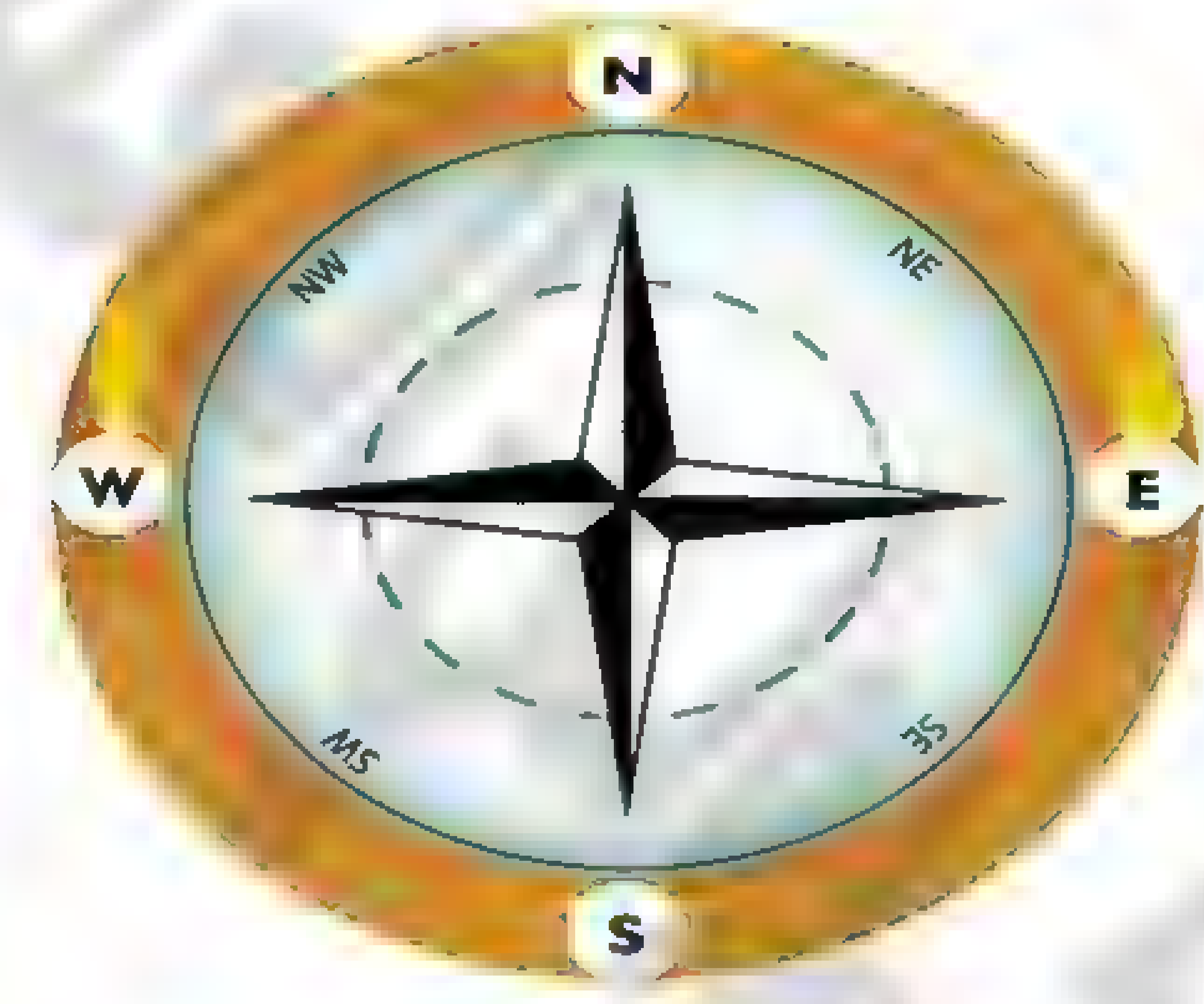


**Activity 1** Look at the compass, then complete:




















1. The cat is in the south.
3. The bird is in the ............ .



2. The dog is in the ............ .



4. The frog is in the ............ .

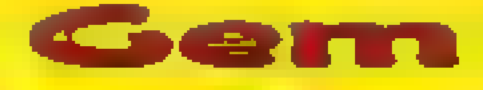
- Help your child read the cardinal directions: North, South, East, and West. Show him/her a map of Egypt and discuss with him/her the directions on the map and show him/her where you are.
- **This activity shows the integration between:**
  - **Reading:** Read and pronounce directions correctly to support comprehension.
  - **Social studies:** • Identify the main four directions East, West, North and South.
    • Use the directions to point to the location of things.

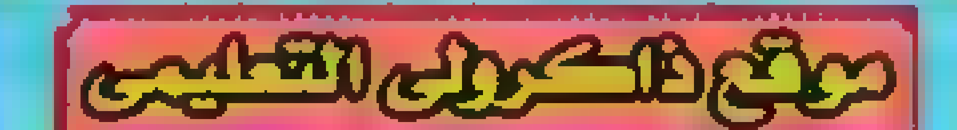


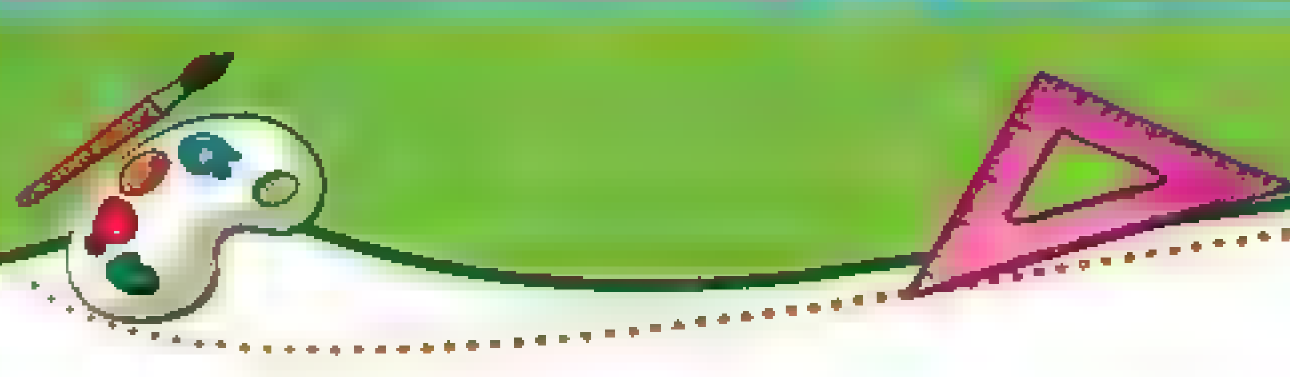
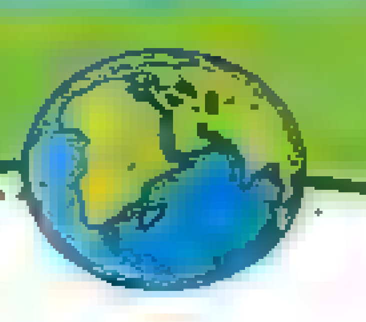










**Life Skills**
- Observation.
- Recognizing relationships.
- Collecting and recording data.



## Activity 2 Look at the map, then answer:





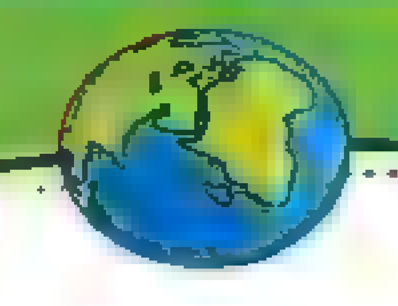

## Complete

1. The club is in the ............... of the school.
2. The house is in the ............... of the school.
3. The market is in the ............... of the school.

- Discuss with your child the places on the map, point out the compass on the corner and remind him/her the cardinal directions.
- Help him/her read the places on the map and complete the sentences.
- **This activity shows the integration between:**
  - **Reading:** • Read with sufficient accuracy and fluency to support comprehension.
    • Describe places in the environment using geographic characteristics.


Project
Draw a map of your class
Keys
= door
= board
= desk
= window
113


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Discover
الفصل الدراسى الاول
ذاكرولى
The World Around Me
CHAPTER 2
Moving Around Our Environment
Parts of the plant
Flower
Makes seeds.
Stem
- Holds the plant up.
- Carries nutrients (food) and water from roots to the different parts of the plant.
Leaves
Use sunlight to make nutrients (food).
Roots
Hold the plant in the soil.
هذا العمل حصرى على موقع ذاكرولى التعليمى ولا يسمح بنشره فى أى مواقع أخرى
لمزيد من أعمالنا تفضل بزيارة موقعنا على الانترنت https:\\www.zakrooly.com
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موقع ذاكرولى التعليمى
الصف الاول الابتدائى







**Life Skills**
- Observation.
- Identifying the relationships.
- Discovering.

## Activity 1

Color and write the name of each part of the plant:

..........................

..........................

..........................

..........................

- Your child will color the flower diagram, and label each part.
- Discuss with him/her the function of each part.
- **This activity shows the integration between:**
  - **Science:** Identify the different parts of the plant and analyze the function of each part.
  - **Art:** Use the colors for coloring the flower.















**Life Skills**
- Setting clear goals.
- Critical thinking.

## Activity 2 Match each part of the plant to its picture:

Stem ○
Roots ○
Leaves ○
Flower ○

- Review with your child the function of each part of the plant.
- **This activity shows the integration between:**
  - **Sciences:** - Classify the function of each part of the plant.
    - Identify parts of plants and how one part connects to another.
  - **Reading:** Read words with sufficient accuracy to support comprehension.



Life Skills
- Critical thinking.
- Setting clear goals.

## Activity 3 Match each part of the plant to its function:

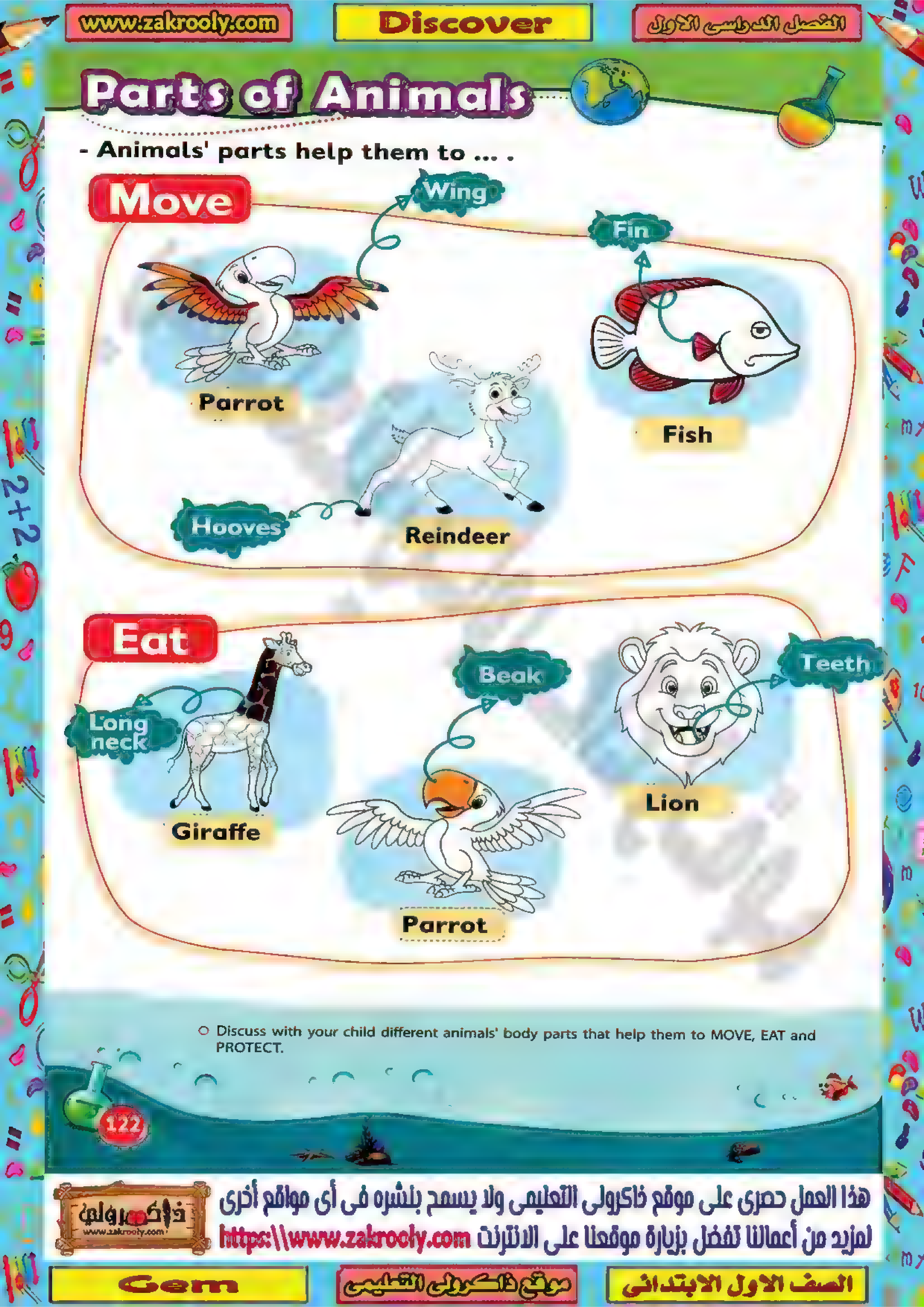
| | |
|---|---|
| Stem ○ | ○ Makes seeds. |
| Flower ○ | ○ Holds the plant up. |
| Roots ○ | ○ Use sunlight to make nutrients (food). |
| Leaves ○ | ○ Hold the plant in the soil. |



- Ask your child to match each part of the plant to its function.
- **This activity shows the integration between:**
  - Science: Identify the properties and function of each part of the plant.
  - English: Use visual representation and information to describe the parts of the plant.

# Parts of Animals

- Animals' parts help them to ... .




○ Discuss with your child different animals' body parts that help them to MOVE, EAT and PROTECT.




○ **This activity shows the integration between:**
- **Science:** Identify animals and the body parts they use in different activities.
- **English:** Use visual representation and information to describe animals.



**Life Skills**
- Critical thinking.
- Identifying the relationships.

## Activity 1

**Match each part of the animal to the animal's picture:**

- Long neck
- Claws
- Antlers
- Pouch
- Shell
- Wing

- Help your child identify the animals' body parts and match them with the animals' pictures.
- **This activity shows the integration between:**
  - **Science :** Develop the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival.
  - **English :** Sight-read common words.



**Life Skills**
- Observation.
- Discovering.
- Identifying the relationships.

## Activity 2 Choose and write the correct word:

(protect - eat - move)



**Teeth**

to ......................



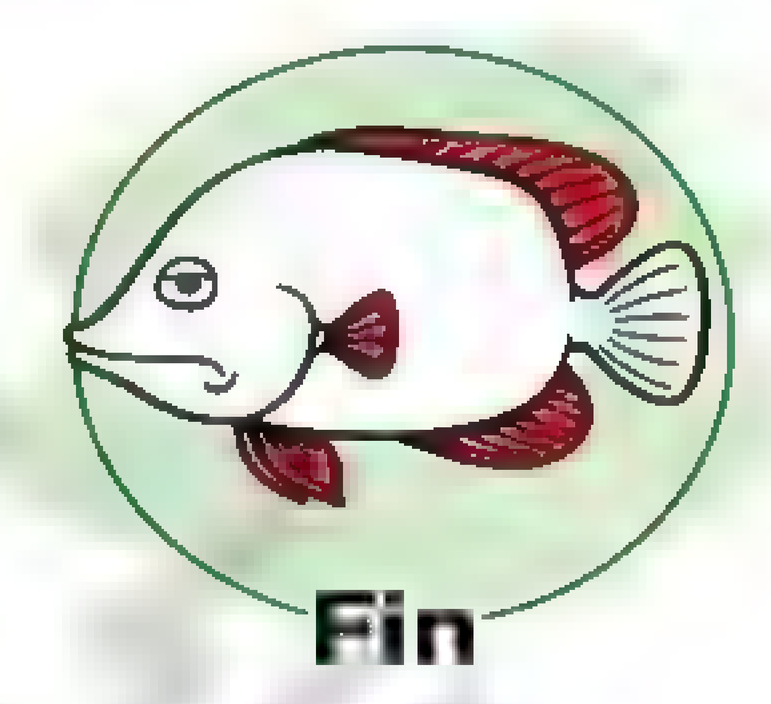
**Wing**

to ......................



**Pouch**

to ......................



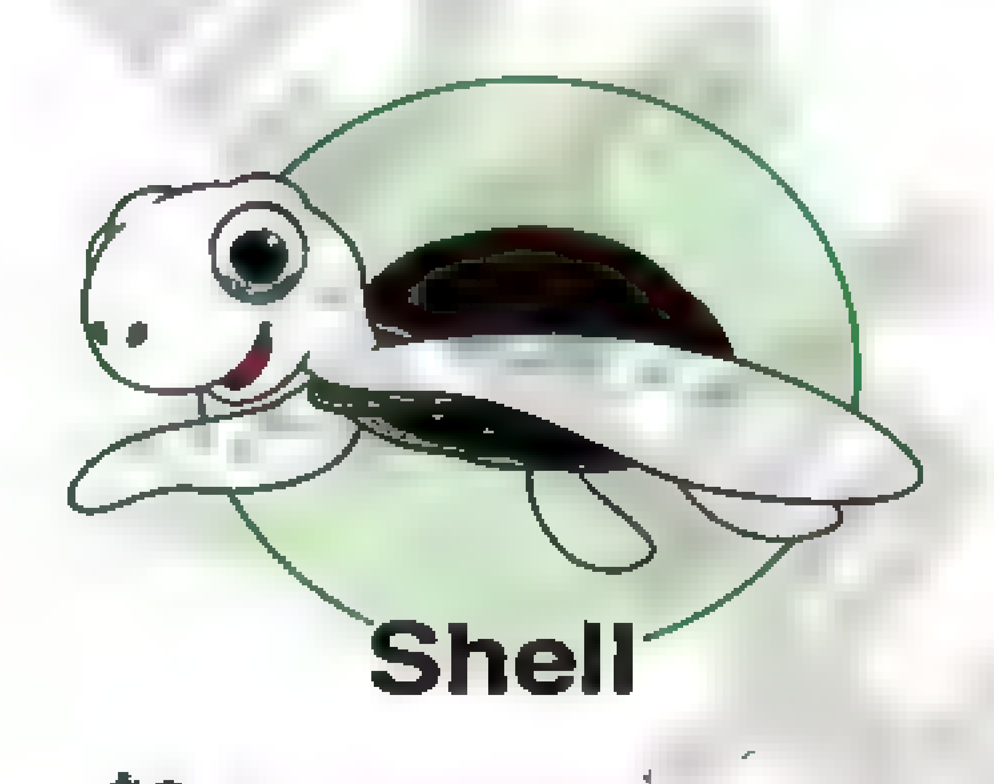
**Fin**

to ......................



**Long neck**

to ......................



**Shell**

to ......................

- Your child will look at the pictures and identify the function of each animal's body part.
- **This activity shows the integration between:**
  - **Science:** Identify parts of animals and the function of each part.
  - **English:** • Write words from left to right.
    • Speak and listen through participating in collaborative conversations.



# Animal Movement

## Walk, Run, Hop

Penguin

Rabbit

Frog

Cricket

Bear

Elephant

Camel

○ Your child will recognize different ways of animals' movement.










- This activity shows the integration between:
  - Science: Discover animal movement and classify how animals move.
  - English: Speak and listen through represent discription of animal movement.
  - Art: Participate in team work to create images of different animal movement.



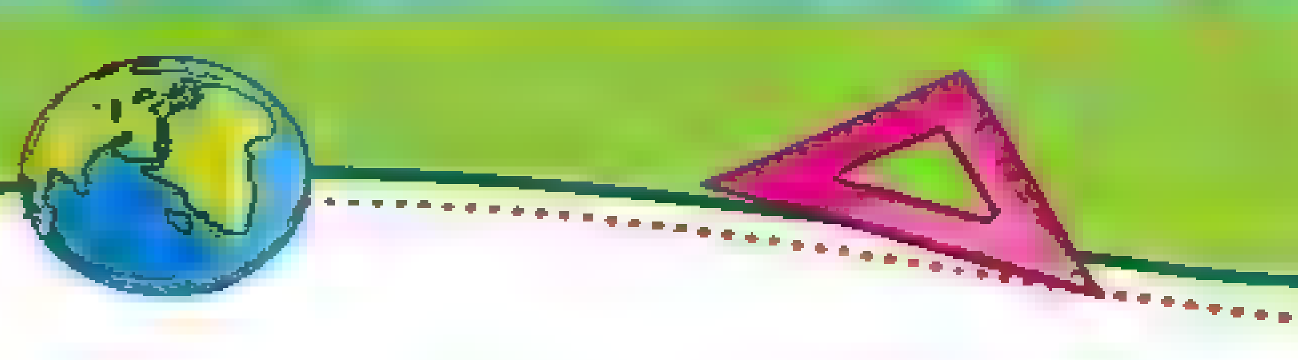
**Life Skills**
- Good listening.
- Problem solving.

## Activity 1 Write the name of each animal:

rabbit elephant frog
owl bear camel

1. r a b b i t
2. _ _ _ _ _ _ _ _
3. _ _ _ _
4. _ _ _
5. _ _ _ _
6. _ _ _ _ _

- Assist your child to identify the names of the animals.
- **This activity shows the integration between:**
  - **English:** Write the names of the animals.
  - **Math:** Count letters to deduce the suitable place for the words.

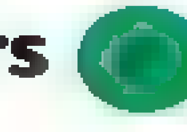


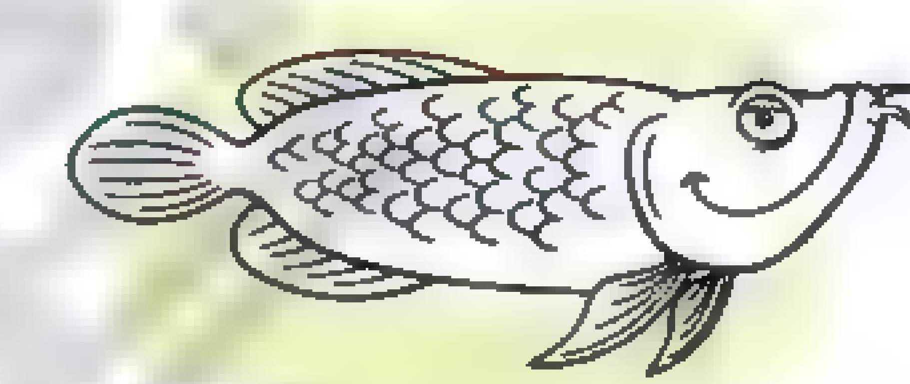
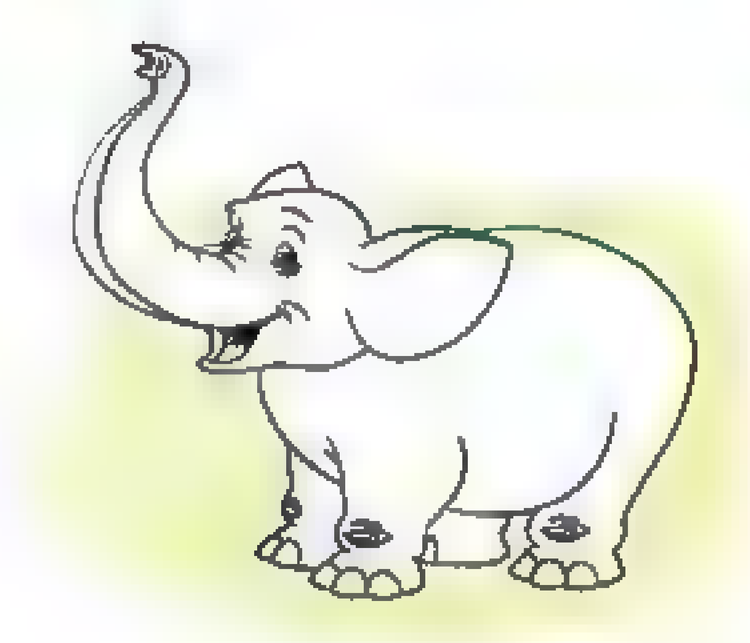
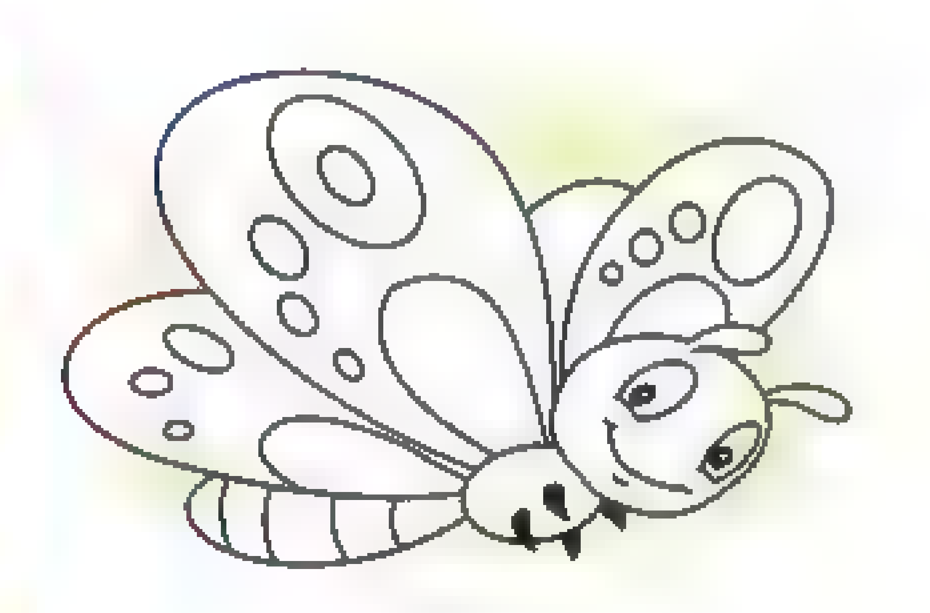
**Life Skills**
- Classification.
- Comparison.

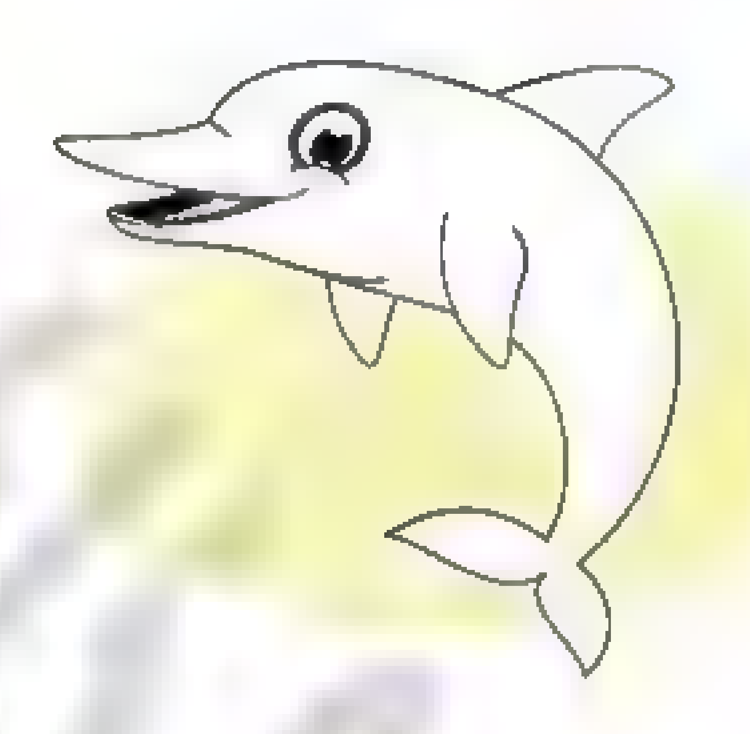


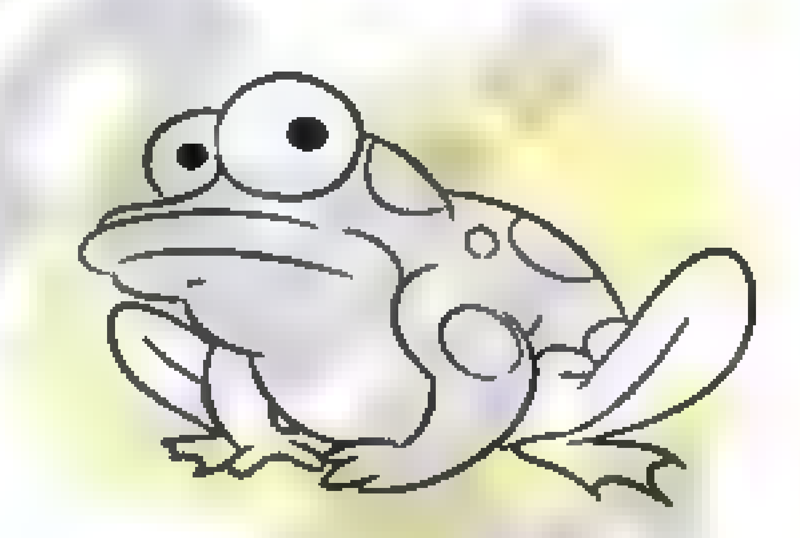

Color the animals: Fly 

Swim 

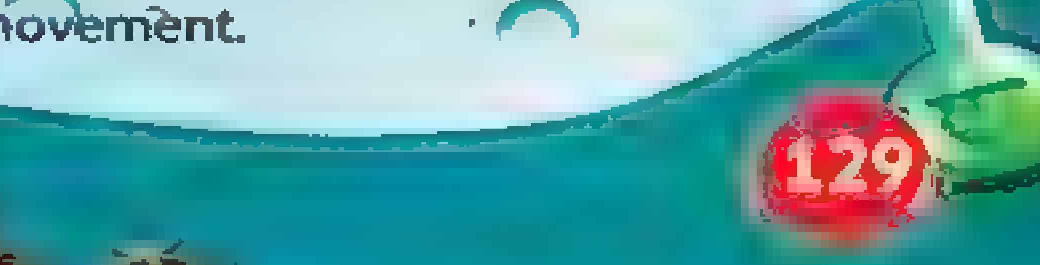
Others 



- Discuss with your child the movement of animals in the pictures and color each picture according to their way of movement.
- Provide him/her with different examples.
- **This activity shows the integration between:** - Science: Discover the animal movement.
  - **English:** Produce complete sentences to describe the animal movement.
  - **Art:** Use the primary colors for coloring images of animals.



# How Do Objects Move ?




- Ask your child to identify how different objects move.
- Discuss with him/her how they are different.




○ **This activity shows the integration between:**

- **Science :** Investigate and compare how objects move and explain that there must be a cause for changes in the motion of objects.
- **English :** • Learn new words through visual representation and information.
  • Speak and listening through participating in collaborative conversations.

**Life Skills**
- Distinguishing.
- Setting clear goals.

**Activity** Look, think, and choose:

| Object | Bounce | Roll | Spin | Slide |
|---|---|---|---|---|
| (ball) | ✓ | ✓ | ✓ | ✓ |
| (pencil) | | | | |
| (brick) | | | | |
| (spinning top) | | | | |
| (skier) | | | | |
| (paint roller) | | | | |

- Ask your child to choose how the object (toy car) moves on the table.
- Provide him/her with different examples.
- **This activity shows the integration between:**
  - **English :** Sight-read high-frequency words.
  - **Science:** • Explain that there must be a cause for changes in the motion of objects.
    • Compare the different ways about the movement of objects.

# Transportation

**Life Skills**
- Critical thinking.
- Discovering.

People travel around the world by .... .



Car

Airplane



Train

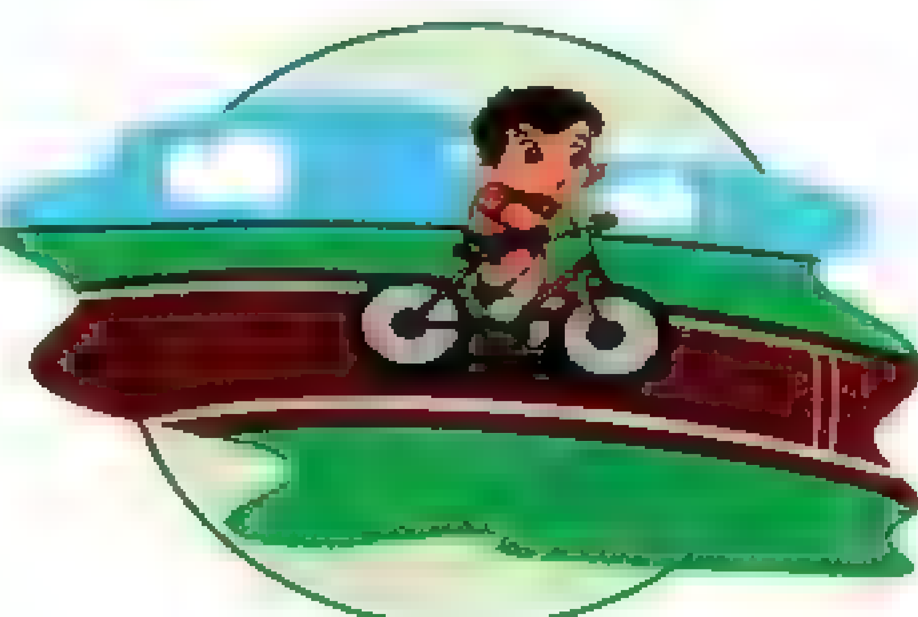




Boat



Bus



Bicycle

- Your child will learn about the various modes of transportation in our world.
- Discuss with him/her more examples that he/she might observe in his/her daily life.
- **This activity shows the integration between:**
  - **Social studies:** Express the importance of the forms of transportation.
  - **English:** • Participate in collaborative conversations.
    • Read with sufficient accuracy and fluency to support comprehension.



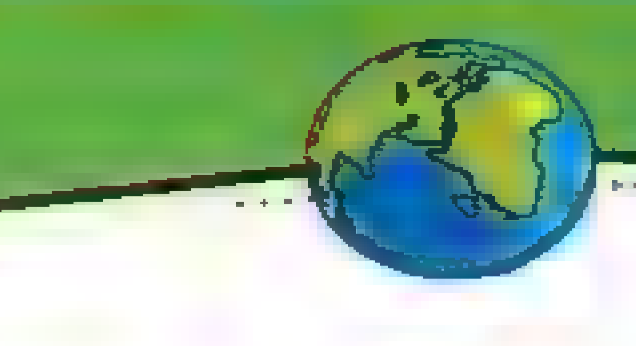


**Life Skills**
- Observation.
- Setting clear goals.

**Activity 1** Match the picture to its name:

- Bicycle
- Boat
- Train
- Bus
- Car
- Airplane

- Help your child identify the mode of transportation in each image.
- He/She might need help reading the words.
- **This activity shows the integration between:**
  - **Social studies:** Express the modes of transportation by using drawings and its impact on the environment.
  - **English:** Read with sufficient accuracy and fluency to support comprehension.

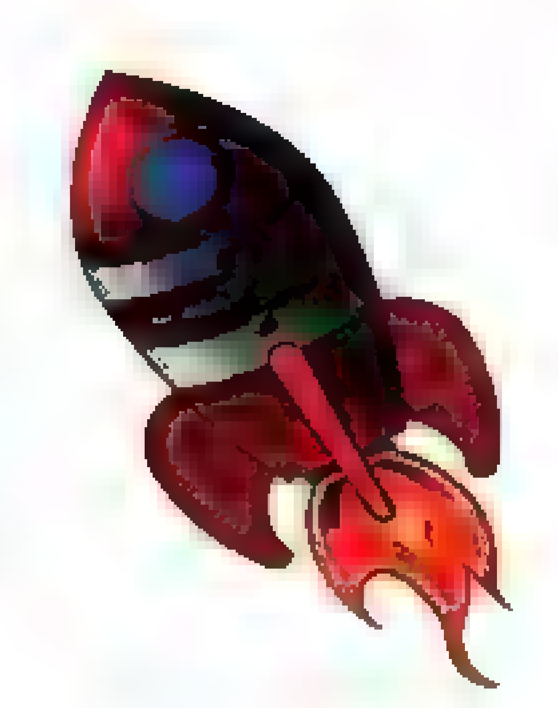


**Life Skills**
- Observation.
- Critical thinking.
- Identifying the relationships.



## Activity 2 Circle the forms of transportation that have wheels:











- Assist your child to identify the forms of transportation that have wheels.
- Discuss more examples with him/her.
- **This activity shows the integration between:**
  - **Social studies:** Classify the forms of transportation that have wheels.
  - **Science:** Compare the different ways about the movement of objects.

# Does It Cause Pollution ?

**Life Skills**

- Comparison.
- Exchanging information.
- Critical thinking.



Pollution
(not clean environment)



No pollution
(clean environment)

- Discuss with your child the meaning of pollution.
- Point out other examples of polluted and non-polluted environments if possible.
- **This activity shows the integration between:**
  - **Science:** Discover the cause of pollution.
  - **Social studies:** • Classify the modes of transportation and its their impact on the environment.
    • Discover how we can maintain the environment.

**Life Skills**

- Observation.
- Identifying the relationships.
- identifying the problem.

**Activity 1** Color the pollution in 🔴 and no pollution in 🟢:

- Discuss with your child the impact of various modes of transportation on the environment.
- Assist him/her to identify the polluted and non-polluted environments.
- **This activity shows the integration between:**
  - **Social studies:** Investigate the ways to keep the environment clean.
  - **English:** Speak and listen through following agreed- upon rules for discussion.





**Life Skills**

- Comparison.
- Critical thinking.
- Problem solving.

## Activity 2 Look, think, and choose:

| | Pollution | No pollution |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

- Help your child differentiate between the polluting and the non-polluting modes of transportation.
- **This activity shows the integration between:**
  - **English:** • Use visual representation and information to describe the cause of pollution.
    • Participate in collaborative conversations.
  - **Social studies:** Design a model of the forms of transportation using materials from the surrounding environment.

# Traffic Rules and Signs

**Life Skills**
- Critical thinking.
- Good listening.

- It is important to follow traffic rules.



Do not enter



Slow down

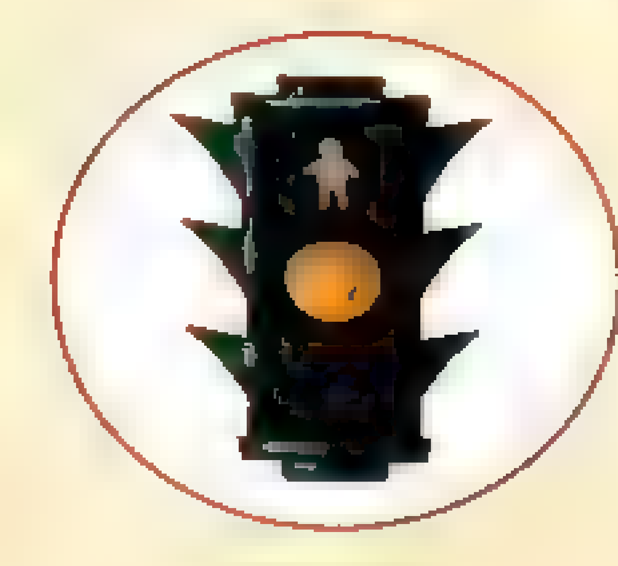

Stop

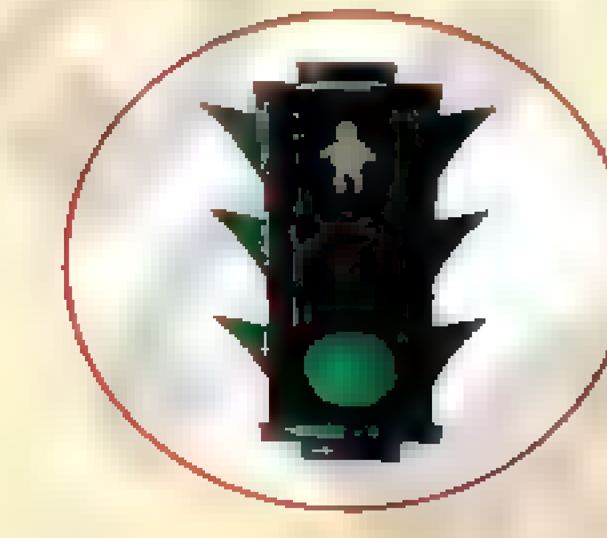


Stop


Drivers must wear a seatbelt


Stop


Wait


Go

- Discuss with your child the importance of traffic rules and signs.
- Help your child understand each sign.
- **This activity shows the integration between:**
  - **English:** • Participate in collaborative conversations.
    • Read with sufficient accuracy and fluency to support comprehension.
  - **Social studies:** Identify and indicate what the traffic lights sign mean.



**Life Skills**
- Setting clear goals.
- Identifying the relationships.
- Respect the rules.

## Activity 1 Color the traffic lights:

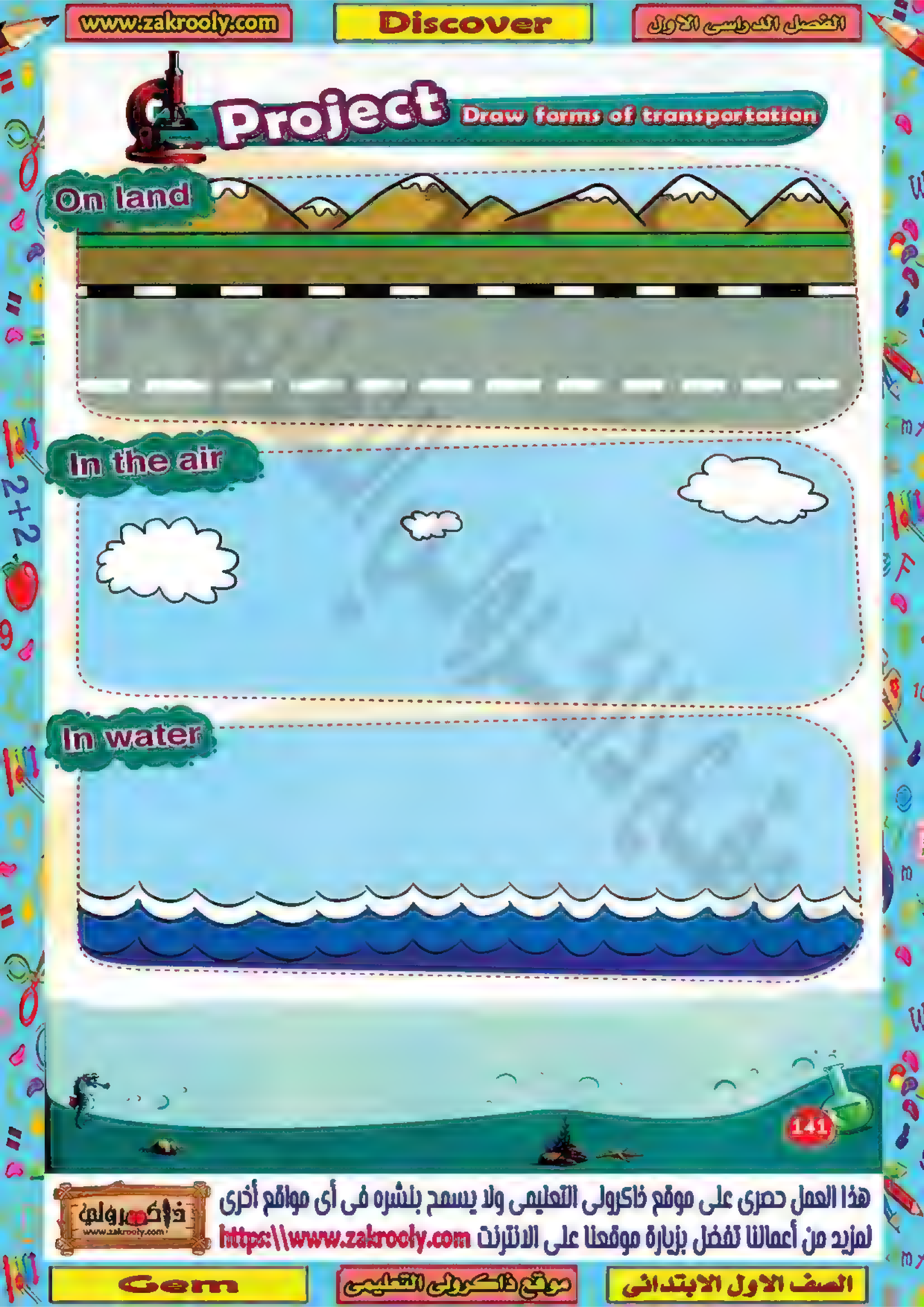
Stop

Wait

Go

## Activity 2 Color the forms of transportation on land ●, in the air ●, and in water ●:

- Activity 1: Assist your child to differentiate between the 3 colors of traffic lights.
- Activity 2: Help your child differentiate between the means of transportation through coloring them.
- This activity shows the integration between:
  - Art : Use the primary colors for coloring the traffic lights.
  - Science: Develop the abilities to apply the design model of traffic lights.
  - Social studies: • Indicate what the traffic lights and signs mean.
    • Identify the forms of transportation.


Project
Draw forms of transportation
On land
In the air
In water
141

# The World Around Me

## CHAPTER 3 Growing Food in the World Around us

### The Sun in the Sky




















# The Sun in the Sky

**Life Skills**
- Observation.
- Asking questions.




Draw ☀ or ☾:

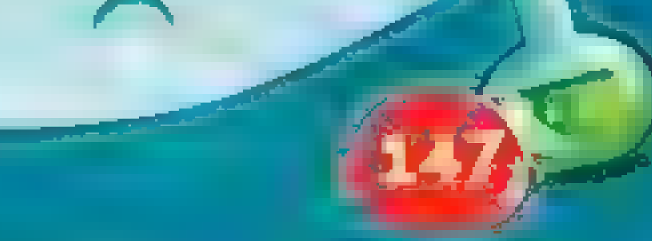








- Let your child distinguish between the day in which the sun is appearing and the night in which the moon usually appears.
- Give your child the opportunity to talk about the activities he/she will do in the morning or at night.
- **This activity shows the integration between:**
  - **Science:** Observe daily movement of the sun in the sky (the sunrise, the sunset).
  - **Social studies:** Compare between the sunrise and the sunset.
  - **English:** - Talk about different times in the day (the morning, the evening).
    - Ask and answer questions about details

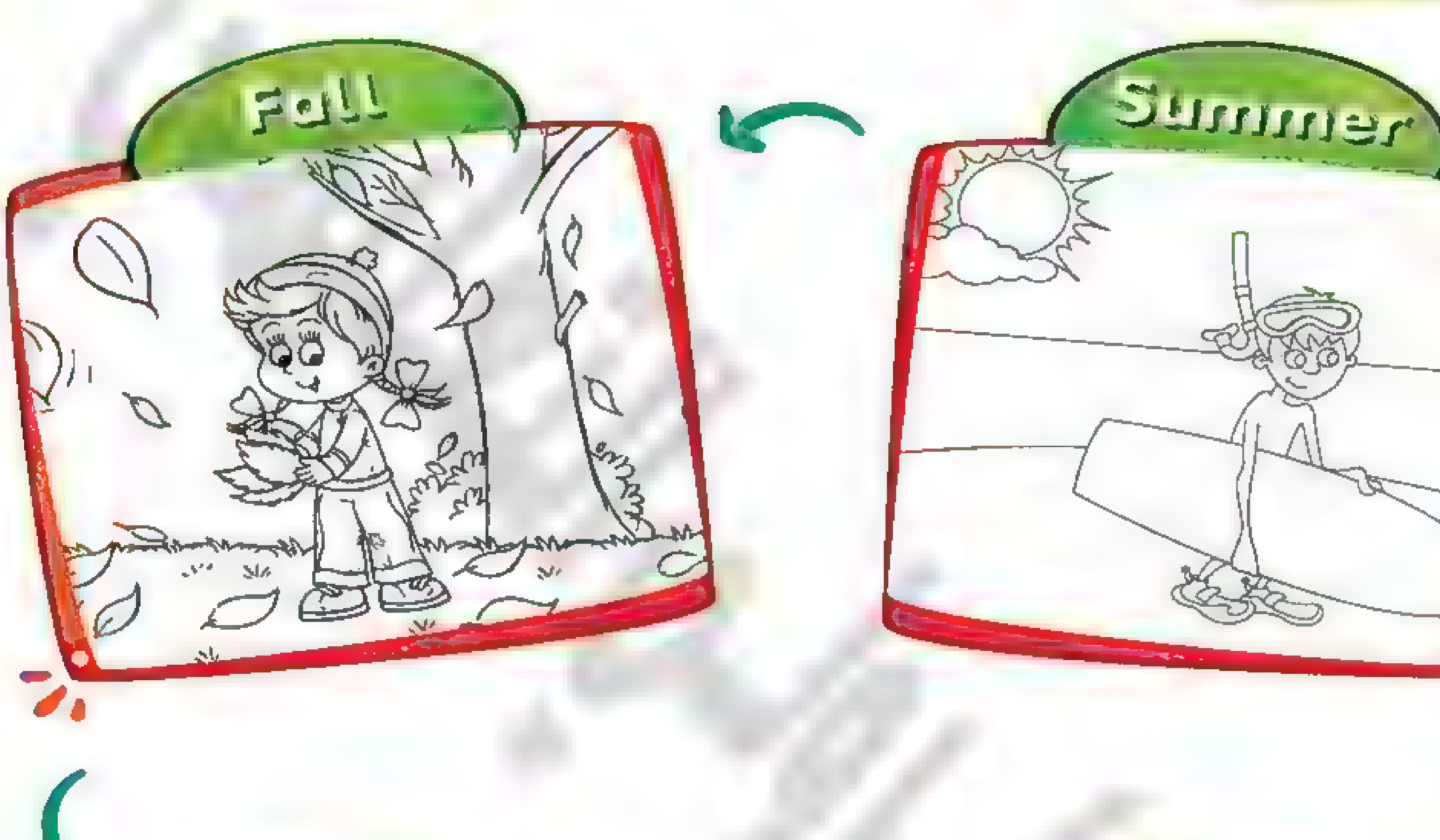




# Seasons of the Year

**Life Skills**
- Differentiating between similarities and differences.
- Asking questions.
- Adapt to different seasons.

**Activity 1** Color the pictures:

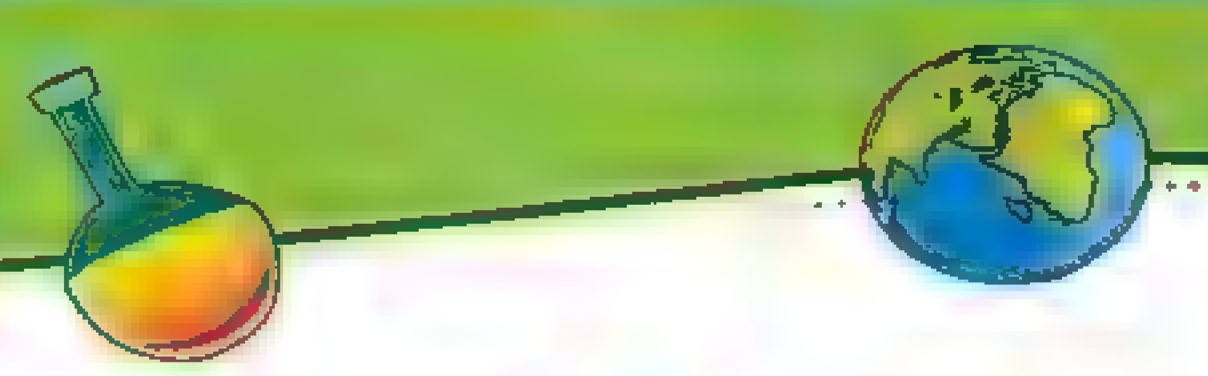









- Your child is being introduced to pictures to know the four seasons.
- He/She needs to know the names of each season.
- Kindly help him/her to learn them.
- **This activity shows the integration between:**
  - **Science:** Observe the four seasons.
  - **Social studies:** Distinguish between the four seasons of the year using pictures.



**Life Skills**
- Differentiation.
- Selecting the appropriate alternative.

## Activity 2

# • Which season?

**(Spring - Summer - Fall - Winter)**





------------------------------

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------------------------------

------------------------------

- Talk to your child about what he/she knows about each season.
- Help him/her observe the pictures and write the name of each season under it.
- **This activity shows the integration between:**
  - **Science:** Discover the characteristics of the four seasons.
  - **Social studies:** Express the characteristics of the four seasons of the year with different methods (drawings).





**Life Skills**

- Observation.
- Exchanging information.
- Good inquiry.

## Activity 3 Match the clothes to the correct season:

Summer

Winter

## I Learned

- The seasons of the year: (summer - winter - spring - fall).
- Summer clothes are different from winter clothes.

- Ask your child to point out the clothes of each season and ensure that they are the correct clothes in each season.
- **This activity shows the integration between:**
  - **Social studies :** Compare between clothing for winter and summer.
  - **English:** Form suitable sentences to describe the relation between clothing and seasons.

# Fruits and Vegetables

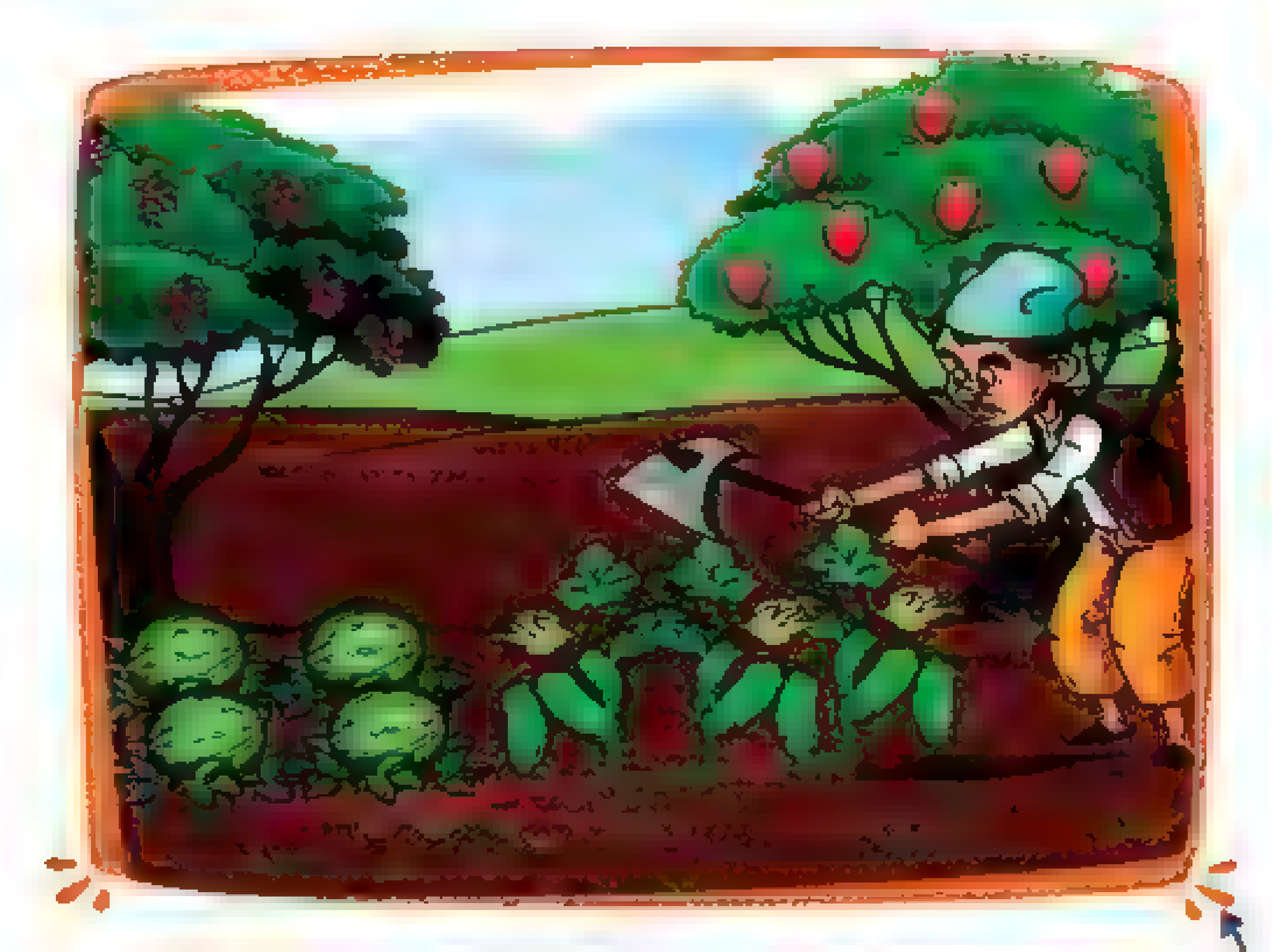
**Life Skills**
- Observation.
- Exploring and comparing.
- Exchanging information.



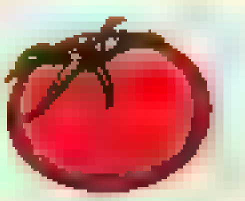

**Look, then answer:**



A farmer grows ... in winter.

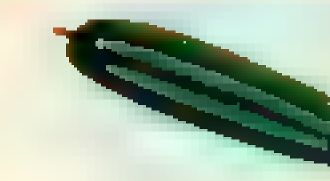


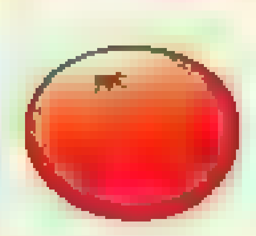
A farmer grows ... in summer.


Tomato


Carrot


Mango


Cucumber


Orange


Banana


Watermelon


Grapes




| Summer | Winter |
|---|---|
| | |

- Your child is being introduced to different types of fruits and vegetables.
- He/She will notice that fruits and vegetables have specific seasons to grow in.
- While doing the shopping, guide your child to tell the season in which each fruits and vegetable grow in.
- **This activity shows the integration between:**
  - **Reading:** Read the names of the fruits and vegetables correctly.
  - **Art:** Create an artwork by repeating geometric shapes (triangle, circle, cone).
  - **Social studies:** The importance of agricultural professions in the society.





# Healthy Food

**Life Skills**
- Observation.
- Exploring nutritional practices.
- Distinguishing.

**Activity** Look and think and color:

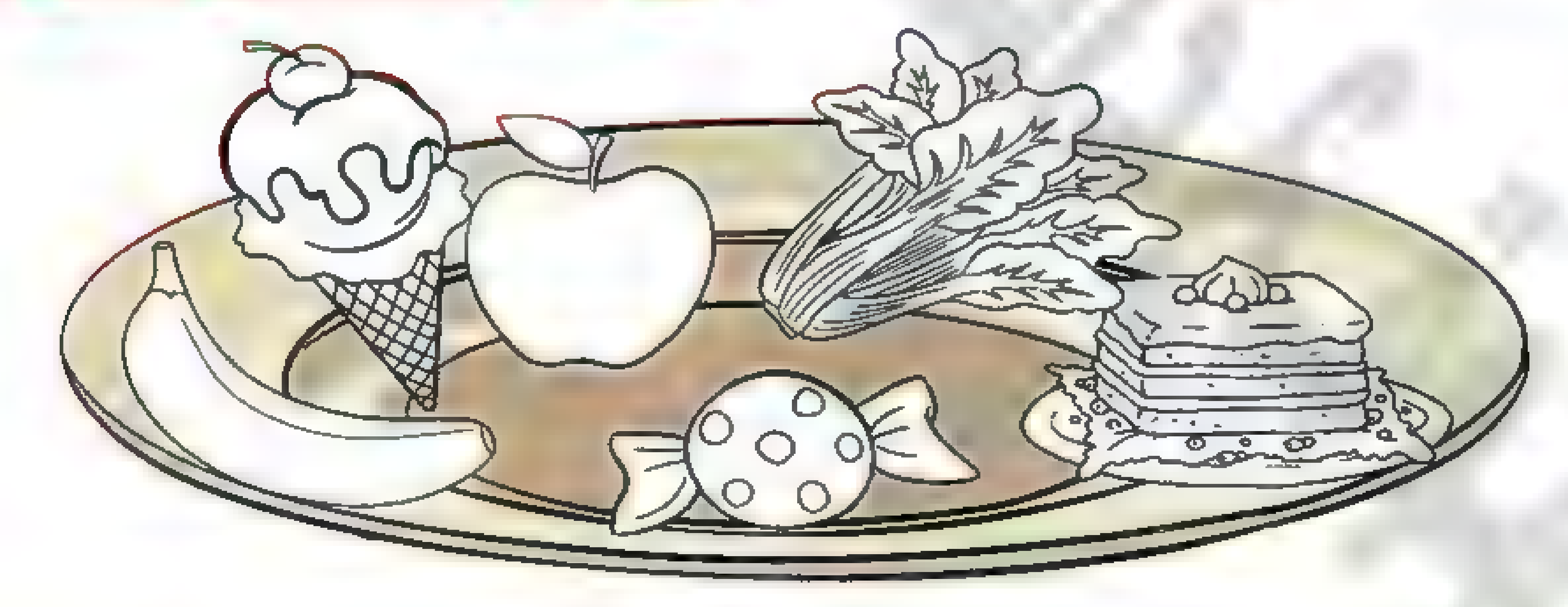


Fast food, snacks, and fizzy drinks.

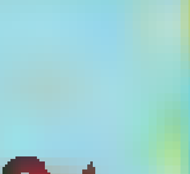


Fruits and vegetables.

**Color your healthy food**



- Talk to your child about healthy and unhealthy food.Ask him/her differentiate between the types of food.
- **This activity shows the integration between:**
  - **Science** : Identify some correct and incorrect nutritional practices.
  - **Art:** Observe the colors of fruits and vegetables and use them in coloring food.



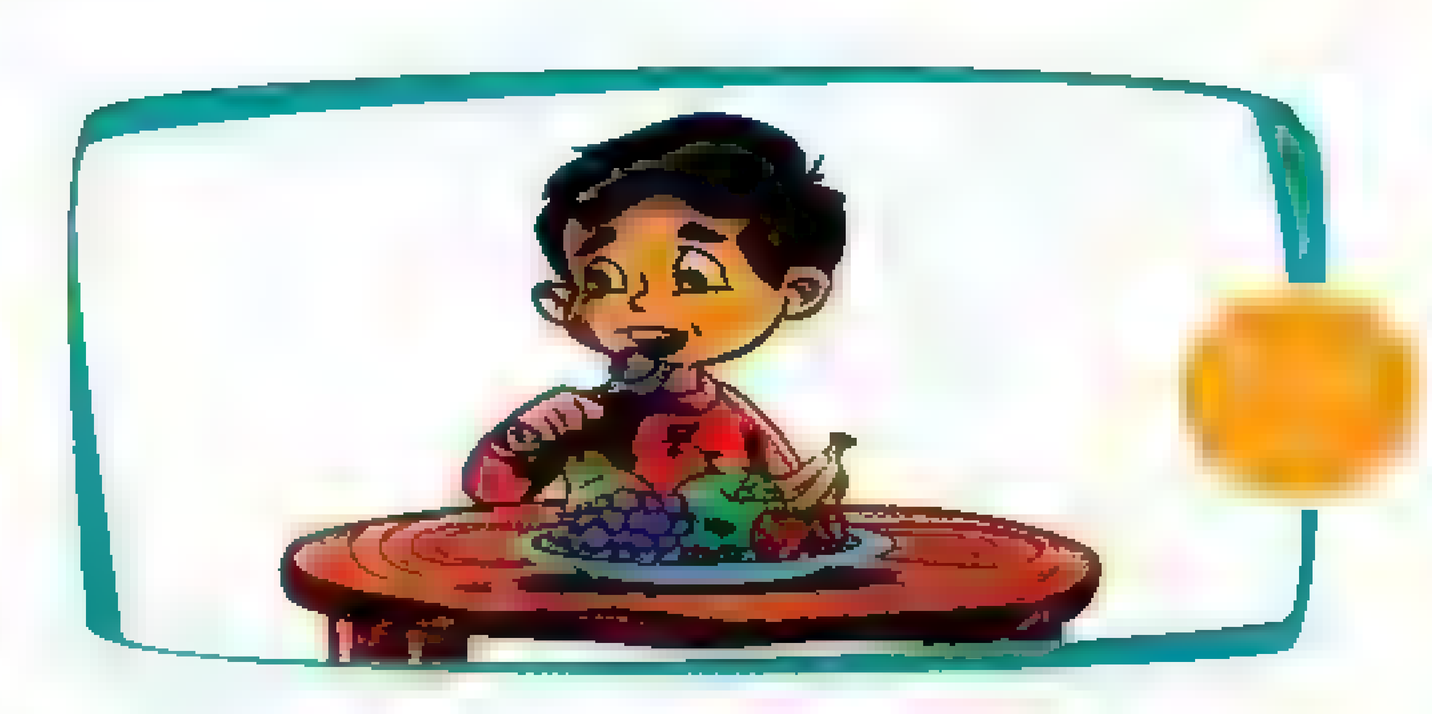
# Healthy Food Choices

**Life Skills**
- Ask questions.
- Good inquiry.
- Selecting the appropriate alternative.



Draw 🙂 for healthy food and 🙁 for unhealthy food.













# I Learned

- A farmer grows fruits and vegetables.
- Fruits and vegetables are healthy food.

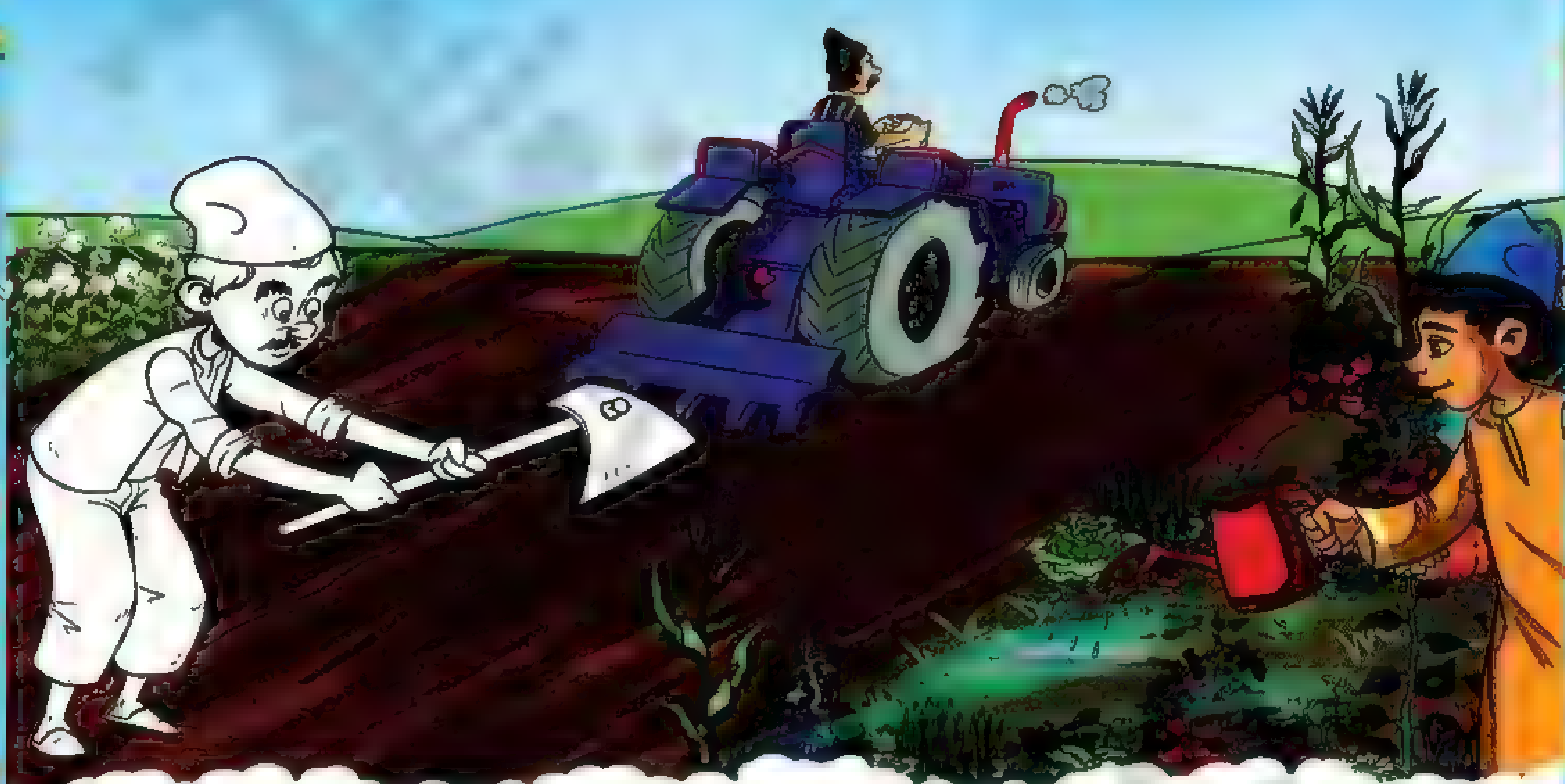
- Give your child the opportunity to talk about the effect of healthy and unhealthy food on his/her health.
- Praise your child for choosing the healthy food as his/her favorite food.
- **This activity shows the integration between:**
  - **Social studies:** Show the correct behavior when having food.
  - **Science:** Identify some correct and incorrect nutritional practices.



# Agriculture

**Life Skills**
- understanding the relationships.
- Asking questions.
- Collecting and recording data.


Activity 1 **Color the farmer:**





## I Learned

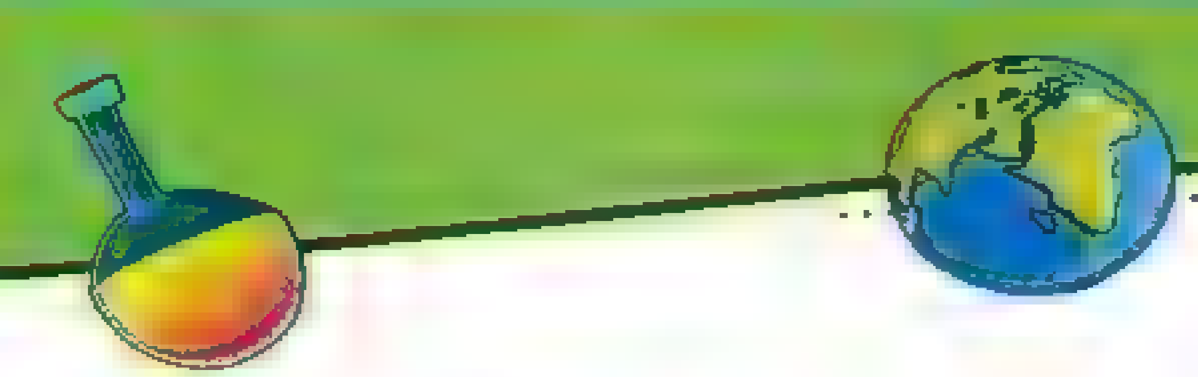
- **The farmer's tools:**


Watering can


Tractor


Axe

- Let your child identify the agricultural tools the farmer uses on the farm.
- **This activity shows the integration between:**
  - **Social studies :** Ask questions about agricultural field and some other professions for the farmer.
  - **Vocational field:**
    - Identify various agricultural jops and tools in images and pictures.
    - Describe an agricultural profession the students prefer.



**Life Skills**

- Observation.
- Recognizing rules.
- Respect others.



## Activity 2 Circle what a farmer can do:















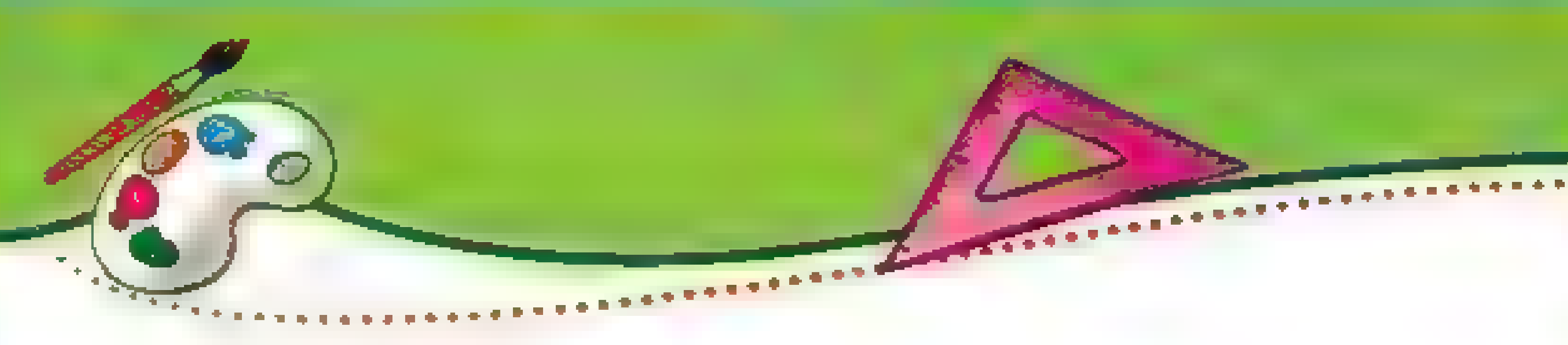
## I Learned

The agricultural jobs of a farmer.



- Assist your child to observe and recognize what the differences between agricultural jobs and industrial jobs are.
- Note that they may be confused but when he/she masters their tools he/she will differentiate easily.
- **This activity shows the integration between:**
  - **English :** Speak and listen through forming some sentences about some professions that the farmer does.
  - **Vocational field:** Recognize the agricultural tasks that the farmer does.

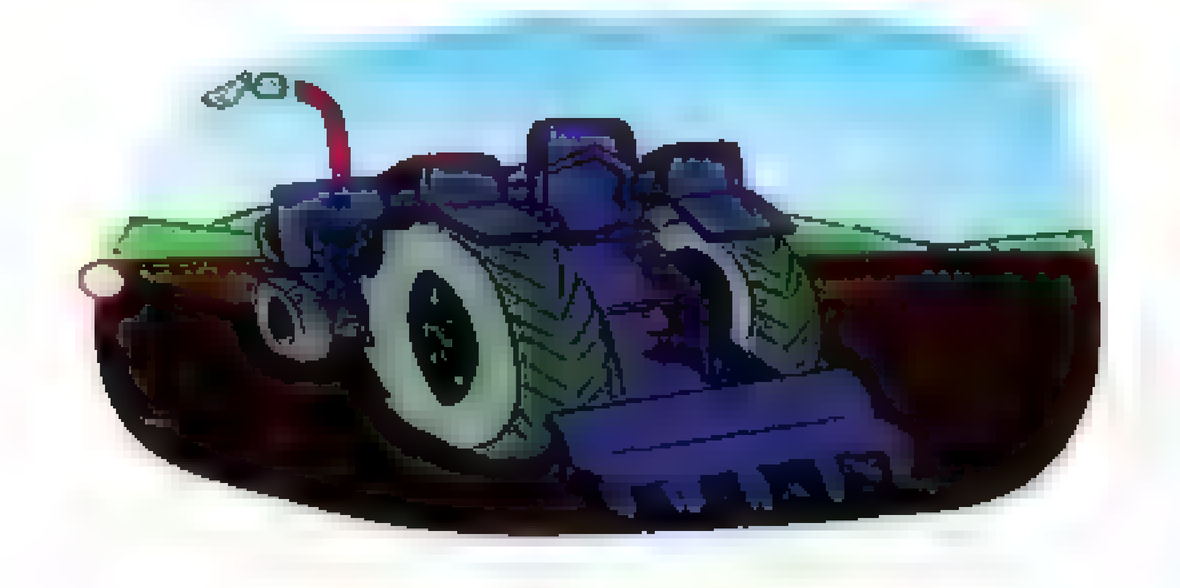





**Life Skills**
- Observation.
- Discovering.
- Recognizing the relationships.



**Match the farmer to his tools.**

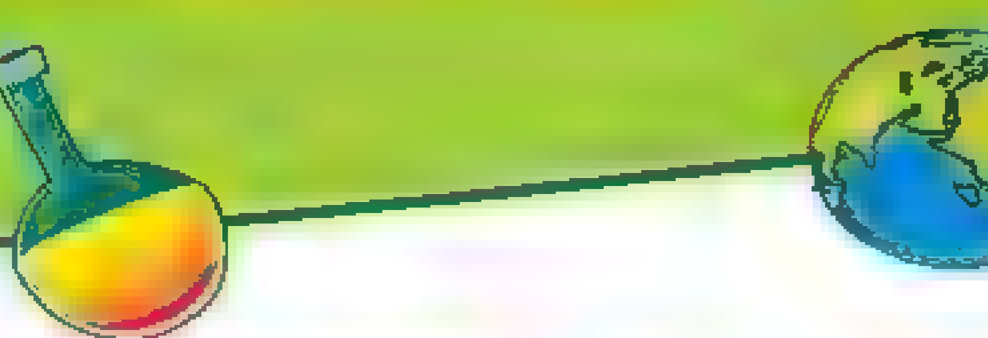







- This is an opportunity to practice classifying the tools used for agricultural work.
- They should be able to point out the tools then match them to the farmer.
- **This activity shows the integration between:**
  - **English:** Speak and listen through participating in group conversations.
  - **Vocational fields:** Match pictures of agricultural tools with the professionals who use them.



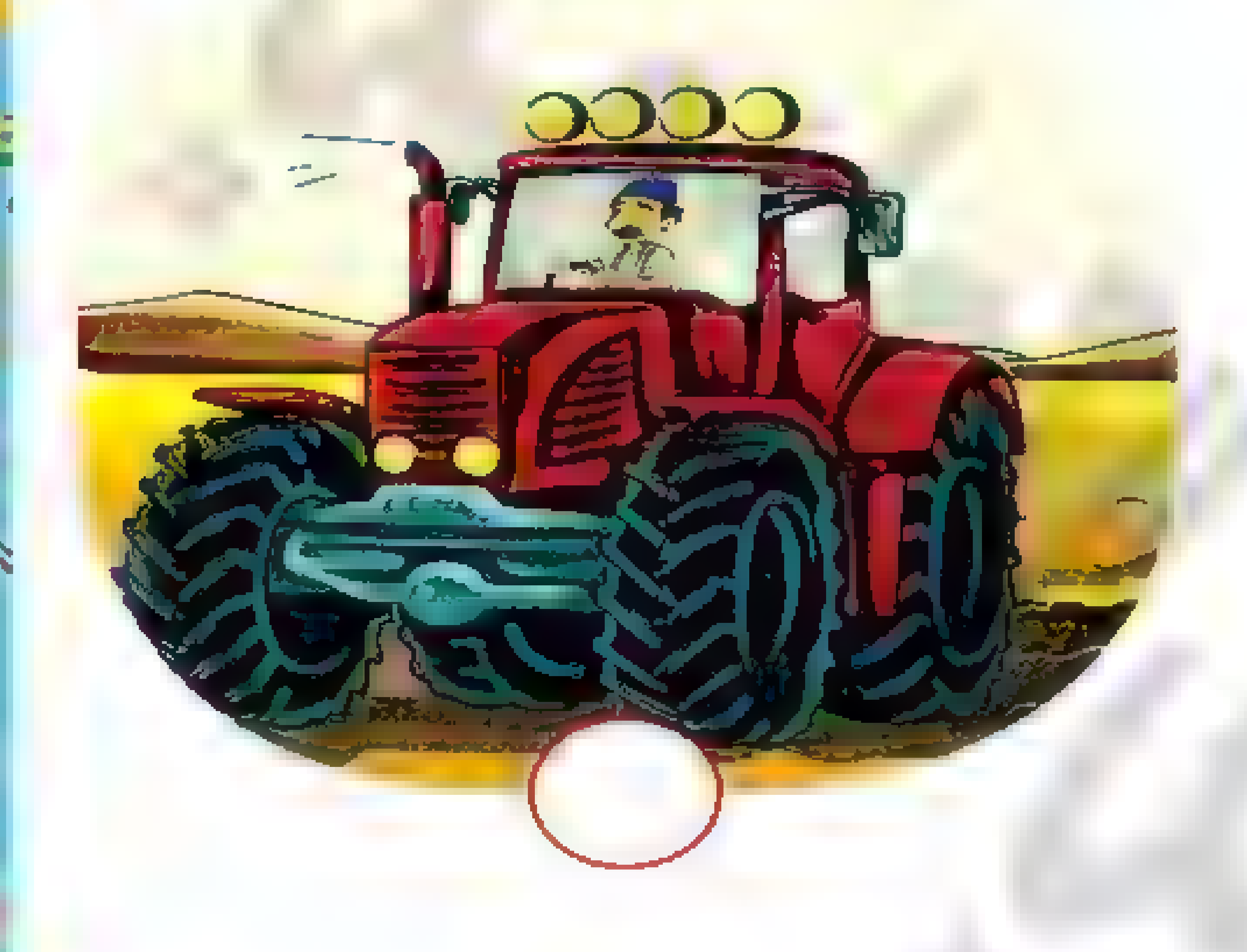


**Life Skills**

- Distinguishing.
- Good listening.
- Good inquiry.




## Color the agricultural jobs in 🟢 and the industrial jobs in 🔴:











- Let your child practice coloring pictures related to agricultural and industrial tools. Help him/her classify the tools.
- They should be able to point out the agricultural tools and industrial tools.
- **This activity shows the integration between:**
  - **Social studies :** • Distinguish between the industrial and agricultural professions and their impact on the environment.
    • Explain the importance of many industrial and agricultural professions in the society.
  - **Vocational fields :** Describe an agricultural profession they prefer.

# Plants

**Life Skills**

- Asking questions.
- Recognizing the relationships.

Plants need ... to grow.



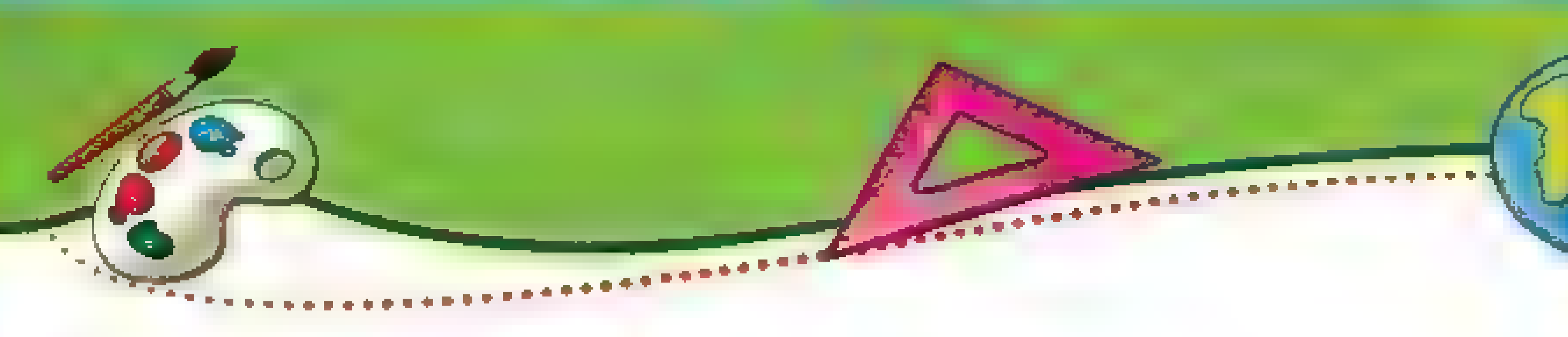



- Your child will look at the picture and notice the needs of plants. Kindly give him/her the opportunity to share with you what he/she noticed.
- **This activity shows the integration between:**
  - **Science:** Explore the basic needs of growing plant (air - water - sunlight - soil).
  - **English:** Speak through participating in group conversations.
  - **Vocational fields:** Cooperate with classmates to grow plants in the classroom.

**Life Skills**
- Observation.
- Selecting the appropriate alternative.

## Activity 1 Circle what plants need to grow:

- Assist your child to learn what the plants need for growing.
- Encourage him/her to pronounce their names in a proper way.
- **This activity shows the integration between:**
  - **Science:** Identify things that the plant needs to grow.
  - **English:** Speak and listen through participating in group conversations.



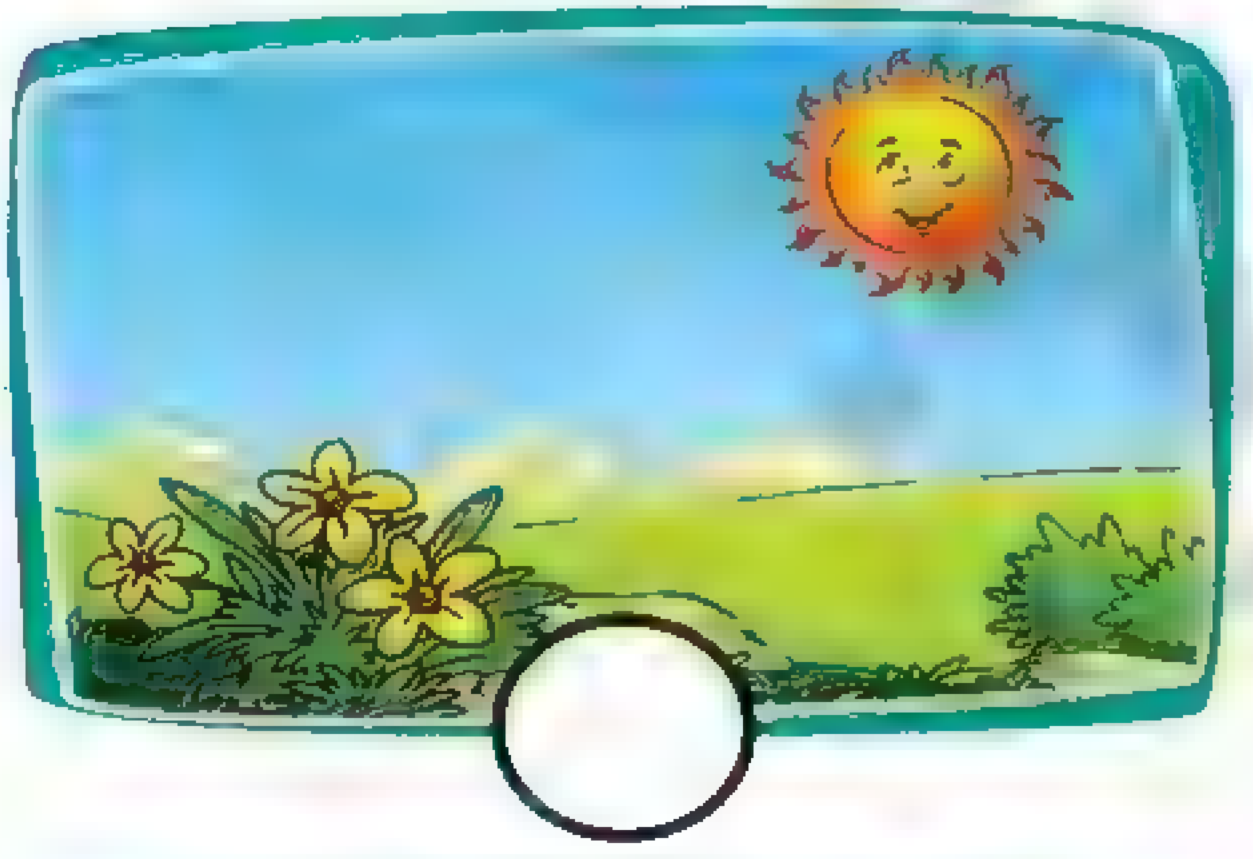


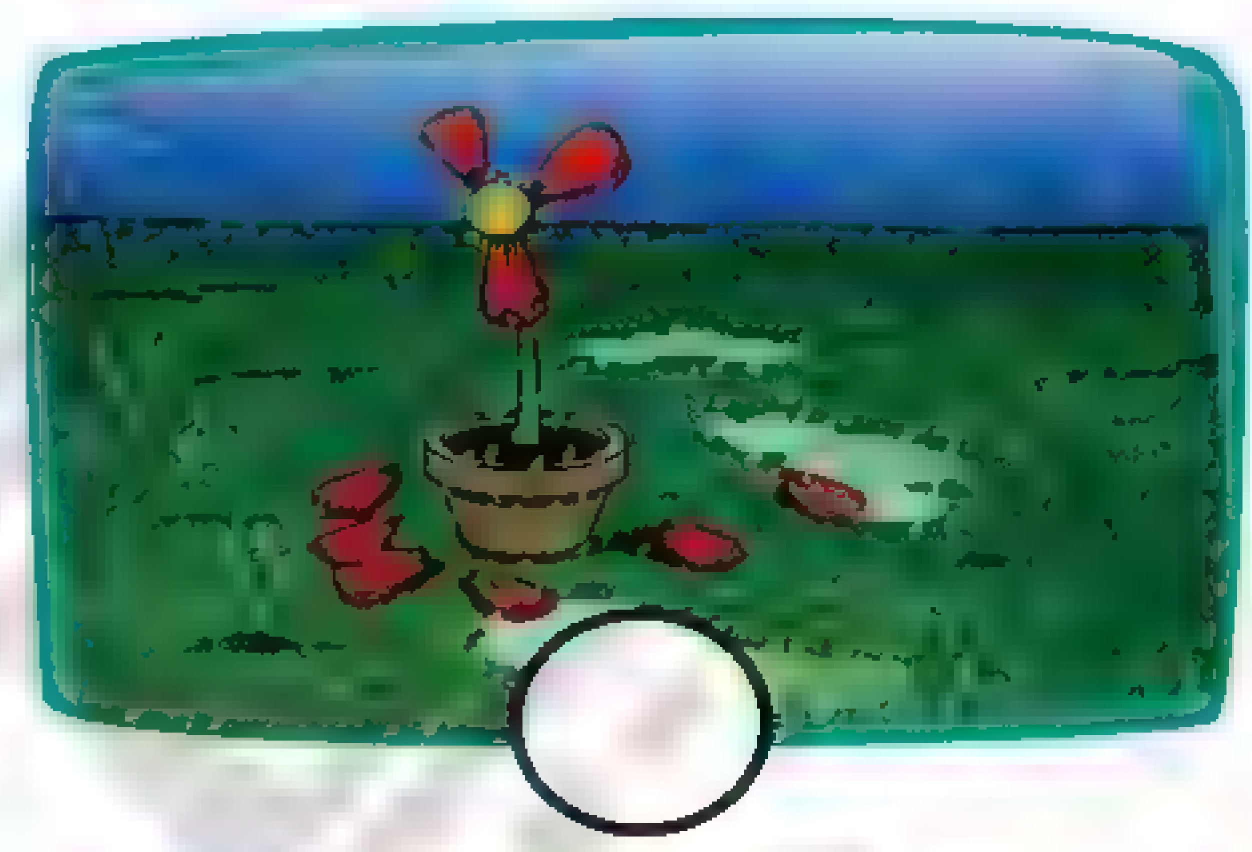
**Life Skills**
- Observation.
- Asking questions.
- Recognizing the importance of care of the plant.

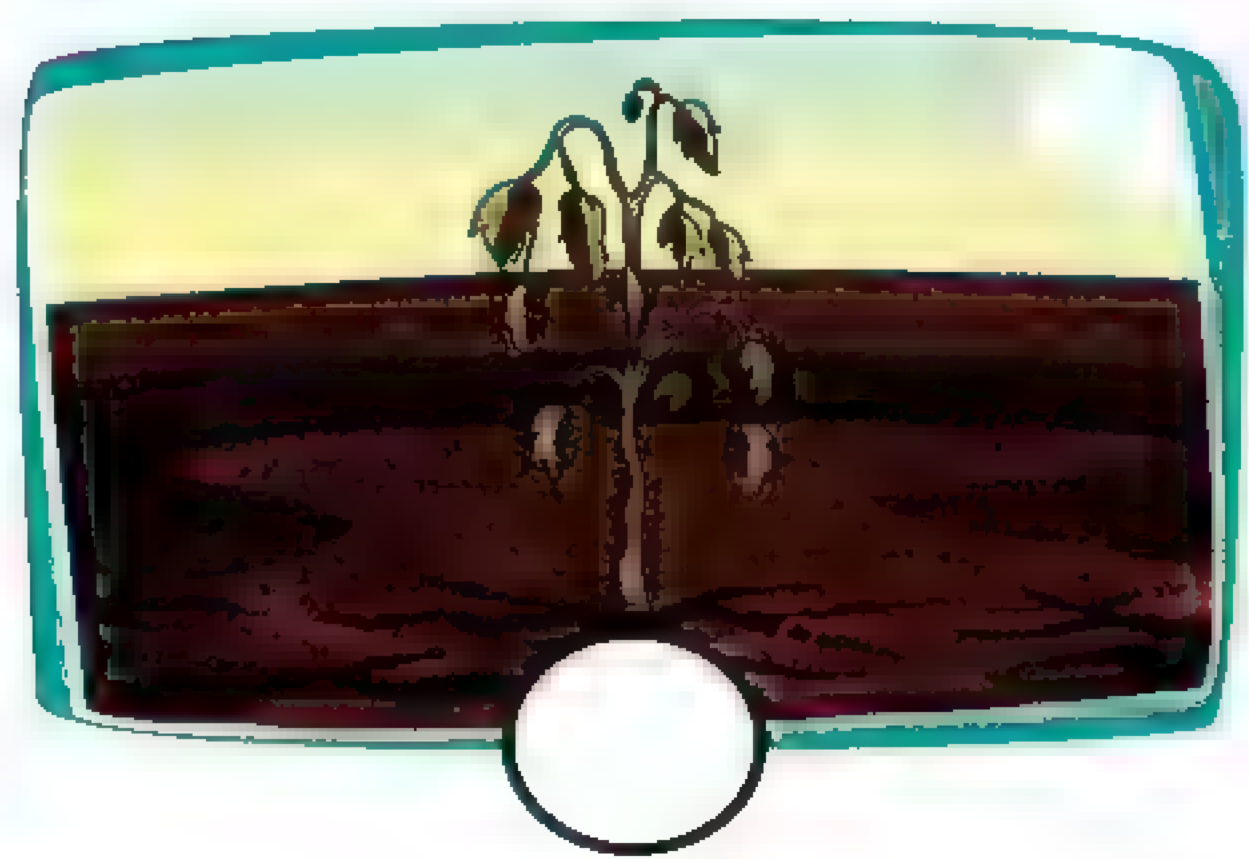
## Activity 2 Tick (✓) what the plant needs to grow:

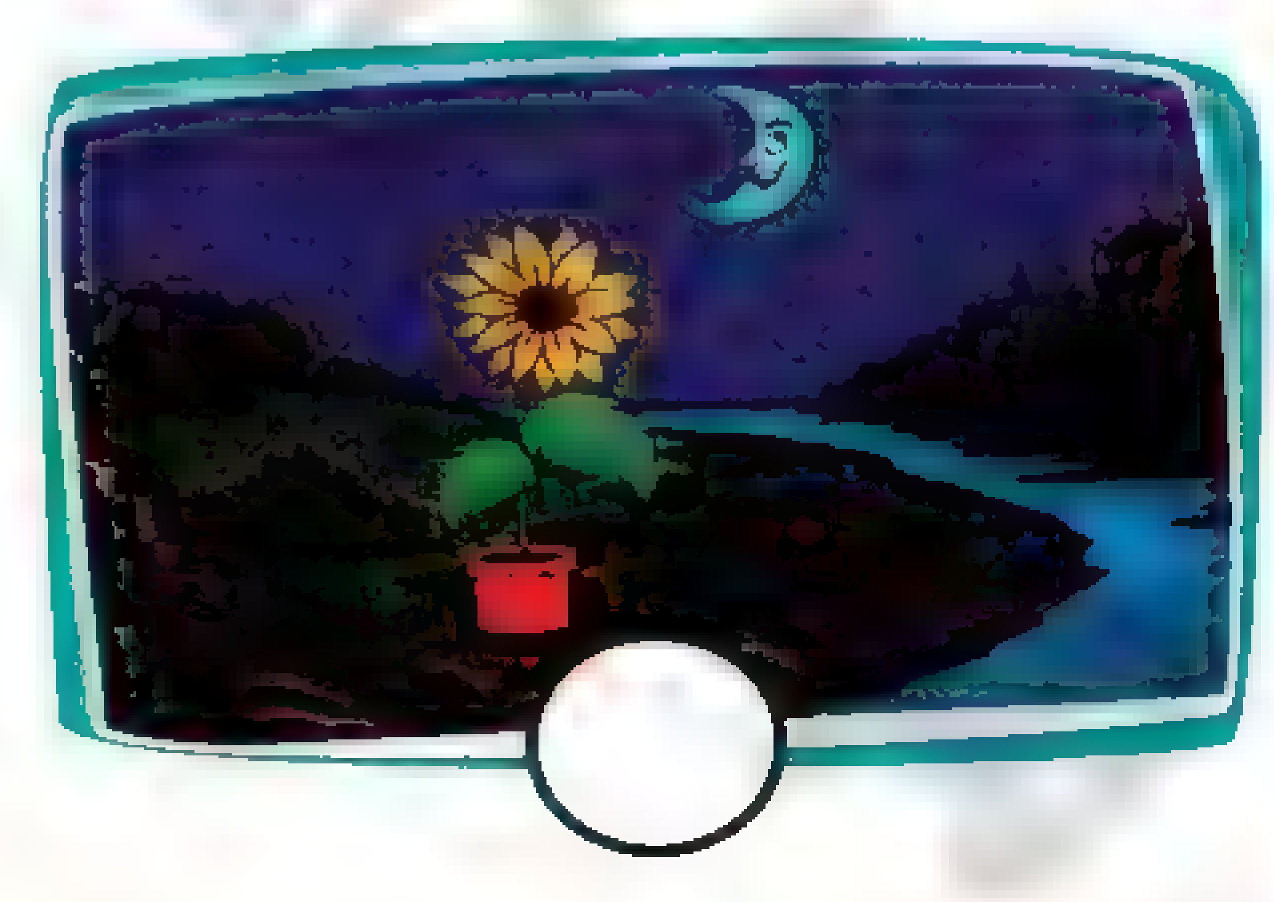












- Let your child practice the needs of plants to grow by encouraging him/her to tick (✓) below the correct pictures that reflect plants need.
- Help him/her classify if the pictures are essential for growing plants or not.
- **This activity shows the integration between:**
  - **Science:** Observe what the plant needs from nature elements to grow.
  - **English:** Ask questions about basic information and answer other questions.

# Project The importance of plants

## The uses of plants

Shelter

Food

Medicine

Fuel

Clothes

Research and present the different uses of plants on a poster.

# The World Around Me

## CHAPTER 4 Celebrating the World Around us

### Egyptian Feasts



**Eid al-Fitr**

Families visit each other and eat cookies. Children wear new clothes.




**New Year's Eve**

Families celebrate the beginning of the new year at midnight and fireworks go off in the sky.



**Christmas**

Families visit each other and give gifts. Children wear new clothes.



**Eid al-Adha**

Families sacrifice sheep, pray together, and eat Fattah.




**Life Skills**
- Observation.
- Exchanging information.
- Identifying the relationships.




Write the numbers below the pictures:




1 New Year's Eve







.......



.......



.......

- Let your child distinguish between the four feasts you introduce.
- Give your child the opportunity to talk about the differences he/she noticed.
- **This activity shows the integration between:**
  - **Social studies:** Describe the important feasts (Eid al-Fitr, Eid al-Adha, New Year's Eve, Christmas).
  - **English:** Provide examples of good behaviors in celebrating feasts with sufficient accuracy and fluency to support comprehension.



**Life Skills**

- Exchanging information.
- Critical thinking.

## Activity 2 Learning about the good behaviors during celebration feasts:

Visit relative families

Keep the place clean

Exchange congratulations with others




1- We celebrate many feasts in Egypt like:

(New Year's Eve - Eid al-Fitr - Eid al-Adha - Christmas)

2- Following good behaviors during celebration feasts.

- Your child is being introduced to pictures to know the good behaviors during feasts.
- He/She needs to know that everyone has/his own way in celebration and we need to respect our differences.
- **This activity shows the integration between:**
  - **Social studies:** Describe verbally some positive habits that should be followed in celebrating feasts.
  - **English:** Provide examples of food behaviors that should be followed in celebrating feasts. with sufficient accuracy and fluency to support comprehension.

# Egyptian Traditions

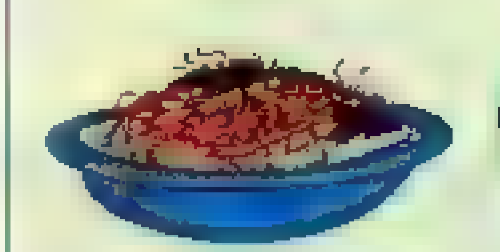
**Life Skills**
- Observation.
- Self-expression.
- Good listening.







## Eat





koshari    ful medames    falafel



## See




## Listen



- Discuss with your child that each place in the same country has its own traditions.
- We don't need to be similar but we have to respect differences.
- **This activity shows the integration between:**
  - **Social studies:** Identify models of public heritage. (e.g tradional foods and dress).
  - **English:** Participate in collaborative conversations about Egyptian traditions.



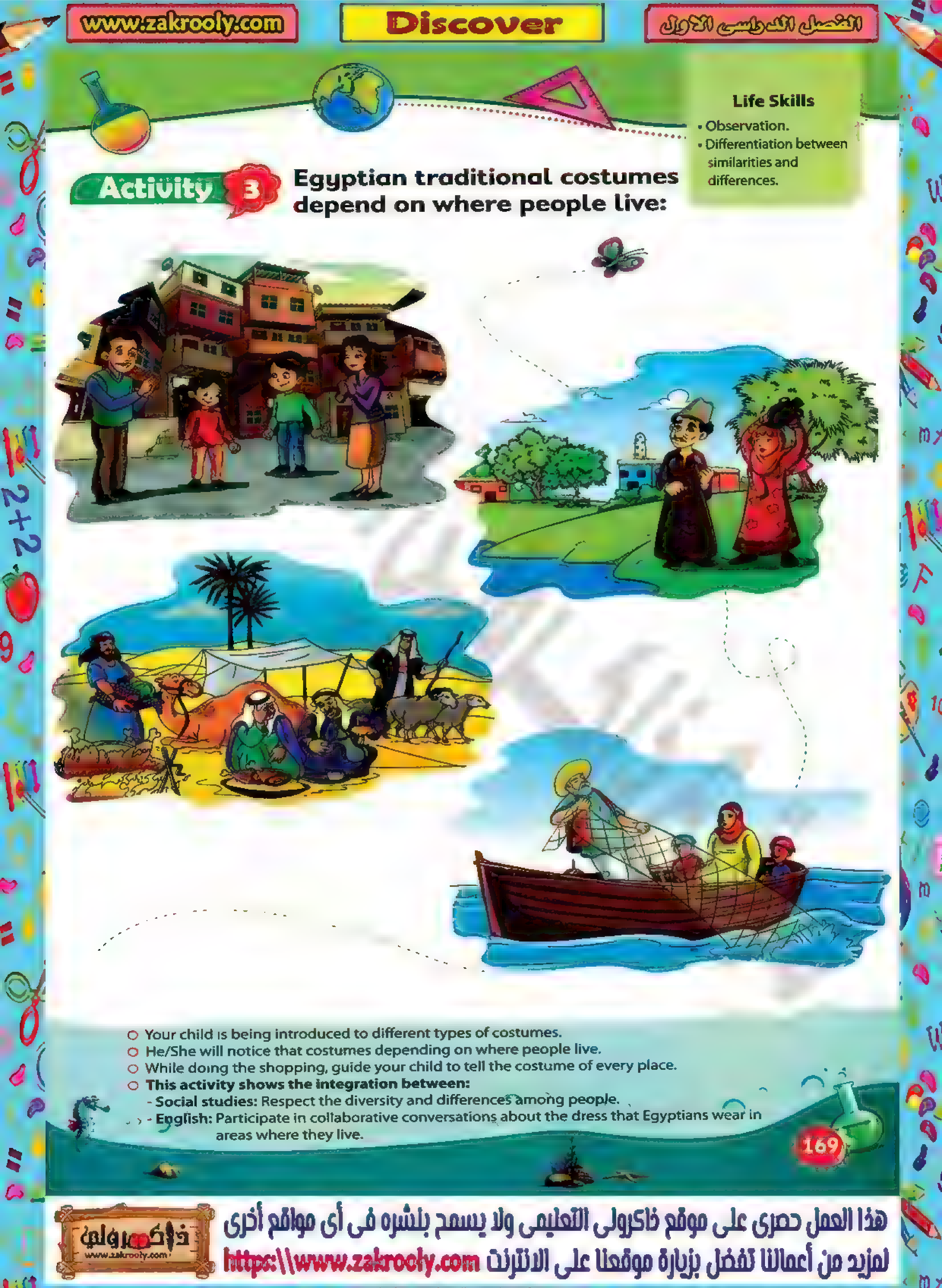



**Life Skills**

- Observation.
- Collecting data.
- Asking questions and respect others.

**Activity 2** Color the Egyptian traditional foods in red :

- Introduce the ingredients of several famous dishes with your child.
- Invite your child to go out and taste these types of dishes.
- **This activity shows the integration between:**
  - **Social studies:** Identify models of public heritage (traditional foods).
  - **English:** Describe verbally with sufficient accuracy and fluency the names of different foods.



**Life Skills**
- Observation.
- Differentiation between similarities and differences.

## Activity 3 Egyptian traditional costumes depend on where people live:

- Your child is being introduced to different types of costumes.
- He/She will notice that costumes depending on where people live.
- While doing the shopping, guide your child to tell the costume of every place.
- **This activity shows the integration between:**
  - **Social studies:** Respect the diversity and differences among people.
  - **English:** Participate in collaborative conversations about the dress that Egyptians wear in areas where they live.

**Life Skills**
- Observation.
- Collecting data.

## Activity 4 Tick (✓) the Egyptian costume.

## I Learned

1- Egypt is famous for many dishes like koshari, ful medames, and falafel.

2. Egyptain costume differs according to the place where people live.

- Talk to your child about similarities and differences among people "their food and costumes". Remind him/her that we have to respect our differences.
- **This activity shows the integration between:**
  - **Social studies:** • Identify models of public heritage.
    • Explore the other countries through observing their dress.
  - **English:** Differentiate the dress that Egyptians wear (colors - patterns - shapes).

# Egyptian Monuments



**Life Skills**
- Exchanging information.
- Good listening.

## Activity 1 Learning about Egyptian monuments:

### The Sphinx



In Giza, north of Egypt near the Pyramids, there is the largest statue in the world. It has the head of a human and the body of a lion.

### The Pyramids of Giza



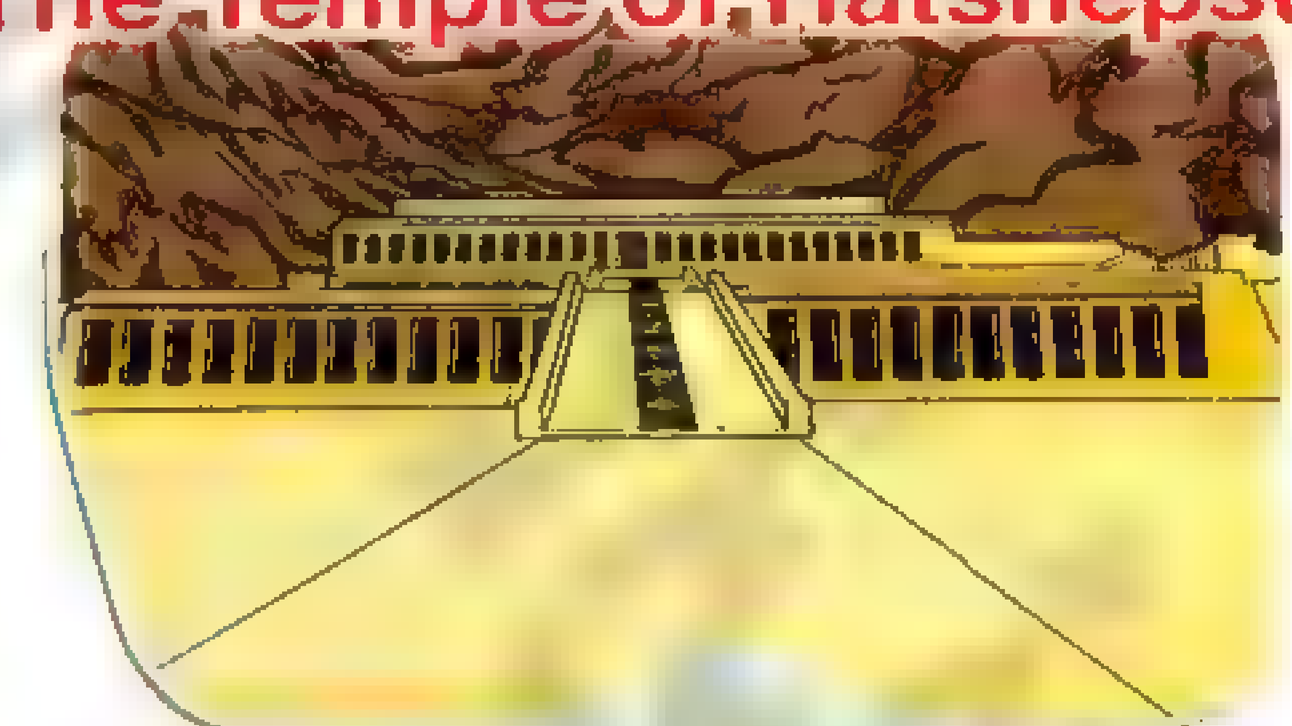
In Giza, north of Egypt, there are three pyramids, and the Great Pyramid of Khufu is the largest in Egypt.

### The Luxor Temple



In Luxor, south of Egypt, there is the Luxor Temple which was dedicated for King "Amun".

### The Temple of Hatshepsut



In Luxor, south of Egypt, there is a temple built to honor Queen "Hatshepsut".

- Assist your child to observe and recognize the places of different Egyptian monuments.
- If possible, provide him/her with some pictures and stories about these different places.
- **This activity shows the integration between:**
  - **Social studies:** Explore historical monuments in Egypt.
  - **English:** Ask questions for basic information about the historical sites in Egypt and answer other questions.








**Life Skills**
- Observation.
- Selecting appropriate alternative.
- Active listening.

## Activity 2 Match the name of the historical site to its picture:

The Sphinx



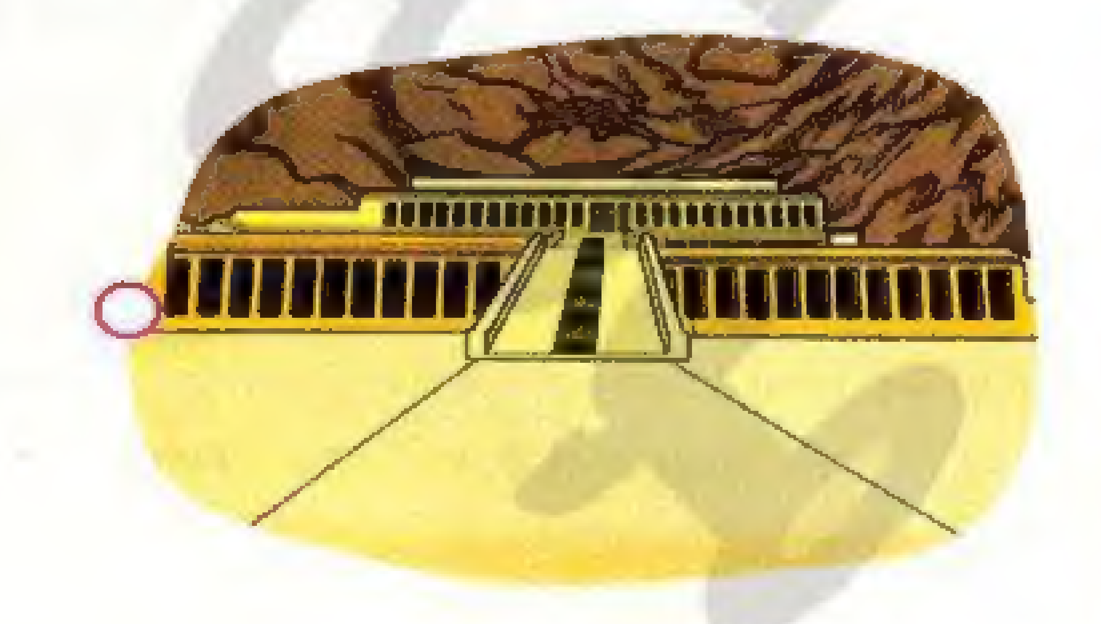
The Luxor Temple



The Temple of Hatshepsut



The Pyramids of Giza



- This is an opportunity to identify the names of monuments by matching each picture to the right name.
- **This activity shows the integration between:**
  - **Social studies:** Explore the Egyptian historical sites and match them with pictures.
  - **English:** Orally read the names of the historical sites accurately.



**Life Skills**
- Good listening.
- Abiding by common rules.




**Read the right behaviors for visiting monuments:**



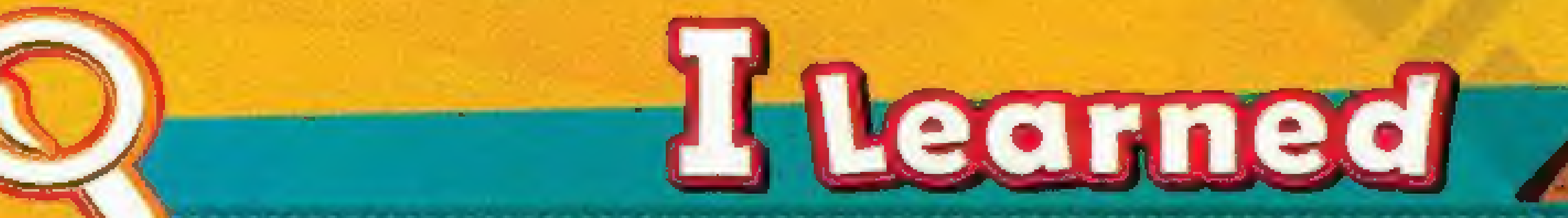













1- There are many monuments in Egypt like:
(The Pyramids of Giza - The Sphinx - The Temple of Hatshepsut - The Luxor Temple)

2- We must save our monuments.

- Introduce appropriate behaviors children need to apply while visiting special places. Ensure that your child can share this behavior with you and his/her siblings.
- **This activity shows the integration between:**
  - **Social studies:** Show correct and respectable behaviors while visiting the historical sites.
  - **English:** Read instructions about the behaviors followed while visiting the historical sites.

**Life Skills**
- Observation.
- Exchanging information.

## Activity 4 Draw 🙂 for good behaviors and ☹ for bad behaviors:

- Your child will apply the appropriate behaviors for visiting the national sites by drawing happy or sad faces for each behavior.
- **This activity shows the integration between:**
  - **Social studies:** Introduce examples of good behaviors and bad behaviors while visiting the historical sites.
  - **English:** Participate in collaborative conversations about the behaviors followed while visiting the historical sites.


Project
Egyptian monuments
تفوقك في أي مذكرة عليها العلامة دي
ذاكرولى
Cut and stick on the map
The Luxor Temple
The Pyramids of Giza
The Temple of Hatshepsut